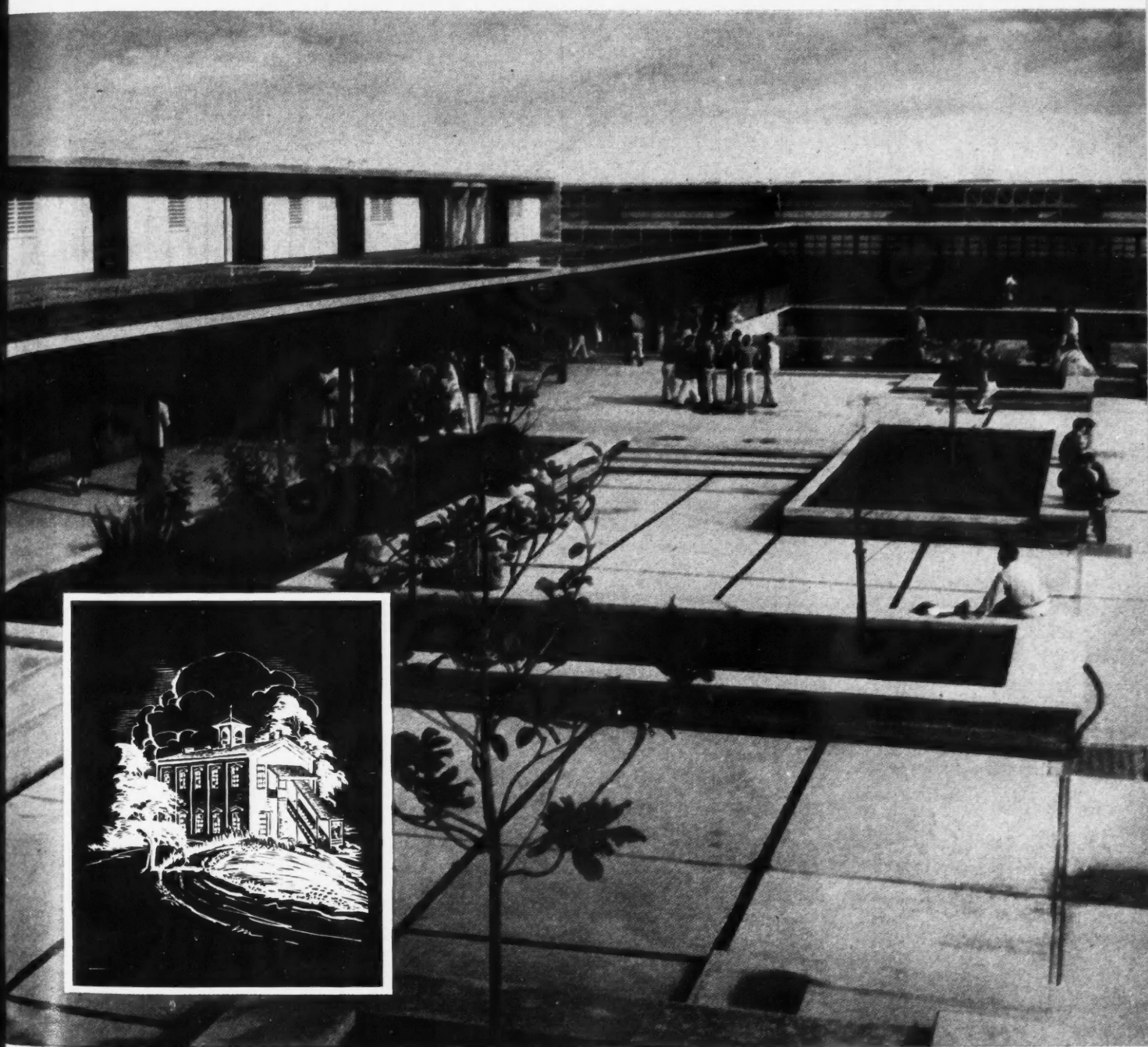


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# CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION



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CTA-APPROVED  
FIRE INSURANCE  
PACKAGE POLICY

40%

FOR...  
HOME OWNERS  
AND TENANTS



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CALIFORNIA CASUALTY INDEMNITY EXCHANGE — TEACHERS PLAN • 417 South Hill Street, Los Angeles 13 • 22 Battery Street, San Francisco 11

Please mail your exact premium and estimated savings for comprehensive protection on my particular property with the new, CTA-approved FIRE INSURANCE PACKAGE policy for home owners and tenants. This request does not obligate me to become a policyholder.

Teacher's Name _____		Spouse's Name _____	
School Name _____		School Phone _____	
Present Mailing Address _____		City _____ County _____	
Location of Property To Be Insured (if same as Mailing Address, write "same") _____		Present Phone _____	
Building Construction: Roof: (wood) <input type="checkbox"/> Shingle <input type="checkbox"/> Comp-osition <input type="checkbox"/> Other (describe) _____		Walls: (wood) <input type="checkbox"/> Frame <input type="checkbox"/> Brick <input type="checkbox"/> Other (describe) _____	
If all persons permanently residing in your household are non-smokers, please check here <input type="checkbox"/>		Insurance now carried in California Casualty Teachers Plan: None <input type="checkbox"/> Auto <input type="checkbox"/> Comprehensive Personal Liability <input type="checkbox"/> Teacher's Professional <input type="checkbox"/>	

HOME OWNERS (OR BUYERS) COMPLETE THIS SIDE

ESSENTIAL! ▶ **Date Present Dwelling Fire Policy Expires** \_\_\_\_\_

Value of Dwelling Building (Amount of Insurance Desired) \$ \_\_\_\_\_ (If no policy, write "None")

Dwelling within city limits? Yes ☐ No ☐ Names of Main Cross Streets \_\_\_\_\_

If you are in a Special Fire District, please give its name \_\_\_\_\_

Ownership of Dwelling: Fully Owned ☐ Cal. Vet. ☐ G.I. ☐ FHA ☐ Other ☐

TENANTS (RENTERS OR LESSEES) COMPLETE THIS SIDE

▶ **Date Present Personal Property (Contents) Policy Expires** \_\_\_\_\_

Value of Personal Property (Amount of Insurance Desired) \$ \_\_\_\_\_ (If no policy, write "None")

I live in (check one): Private Dwelling ☐ Apartment ☐ Other ☐

Number of Living Units In Building (Check One): 1 ☐ - 2 ☐ - 3 ☐ - 4 ☐ - over 4 ☐

Does the building contain any Business Premises (stores, shops, etc.)? Yes ☐ No ☐

O-5-57

# CTA Journal

## New Schools . . .

The great courtyard of award-winning Hillsdale high school in San Mateo county is a favorite meeting place for students. Contrast light, ventilation, and utility in the modern classroom with the typical multi-storied schoolhouse of the past (as symbolized by Margaret Atkinson's sketch of Columbia school in the cover inset). Our feature story, "The Open Door," in this edition, completes the cover series on "Land of Promise." See also "New Design in Schools" on page 22. Cover photo by Moulin Studios, San Francisco.

## Offices of the Association

693 Sutter Street

San Francisco 2, Calif.

Phone PR 6-4110

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Change of address, stating both old and new addresses, should reach CTA Membership Department, 693 Sutter Street, San Francisco 2, at least a month before normal delivery date.

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Canadian  
Pacific

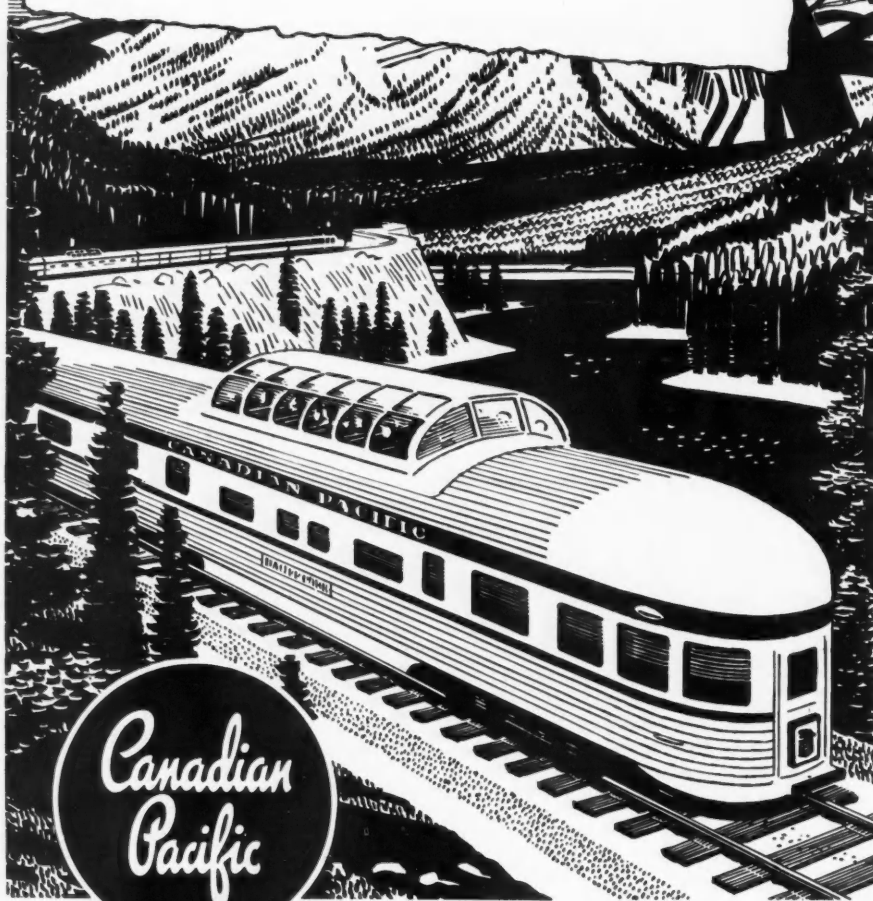
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see Canada's Wonderland  
from The Canadian*

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## CALENDAR

of summer events

### MAY

- 8-10—California Congress of Parents and Teachers; state convention; Long Beach.
- 8-10—California School Supervisors Association, northern section; spring meeting; Richardson Springs.
- 9-11—State Board of Education meeting; Sacramento.
- 10—CTA Southern Section; Department of Classroom Teachers; Los Angeles.
- 10-11—Southern California Council for Research and Guidance; third annual conference; University of Southern California.
- 11—CESAA, North Coast Section; social studies program; Brooktrails Inn, Willits.
- 11—CTA Southern Section; council meeting; Los Angeles.
- 18—CTA Southern Section; new presidents' conference; Los Angeles.
- 25—CTA North Coast Section; presidents' orientation; Benbow.
- 25—CTA Bay Section; NEA delegate orientation; Burlingame.
- 25—CTA Southern Section; NEA delegate orientation; Los Angeles.

### JUNE

- 15-20—United Business Education Association, NEA; centennial celebration; Dallas, Texas.
- 16-19—National Convention, Future Business Leaders of America, United Business Education Association, NEA; Dallas, Texas.
- 17-21—California Agricultural Teachers Association; 38th annual conference; California State Polytechnic College, San Luis Obispo.
- 25-29—NEA, National Commission on Teacher Education and Professional Standards; 12th annual national conference; Washington, D.C.
- 28-30—NEA, National Association of Educational Secretaries; annual convention; Philadelphia.
- 30-July 6—NEA CENTENNIAL CONVENTION; PHILADELPHIA.

(For July and August Dates  
see page 24)



# Your Dues and Your Rightful Role

—A message from your executive secretaries—

IN a large majority of California school districts, the people have voted increased taxes upon themselves in order to provide more money for their schools. Approvals of these increases, in almost every case, have been preceded by examination of existing school programs and careful evaluation of what kind of schools the people would like to have. Such examinations have provoked questions which inevitably give rise to some criticism.

The same economic factors which have made increases in local school support necessary have impinged upon the activity of the California Teachers Association, and forced its leadership to ask for more "taxes" to support an adequate professional program. The critical evaluation which this request stimulated among membership was neither unexpected nor undesirable. The months of professional self-analysis leading up to the vote of the State Council of Education to increase CTA dues can now be utilized to fashion the total program into even more effective form.

Even though a wide difference of opinion was discovered in the membership concerning specific activities of the association, the general reaction to the request of the special Committee on Services and Dues was positive and affirmative. On April 13 the representatives of local chapters of the CTA who comprise the Council voted four to one to increase the dues of the association to \$22 per year beginning January 1, 1958. Members, through their representatives, have spoken, and the new dues will be effective for enrollment next fall.

The decision to refer the request for additional financial support and the subsequent approval of the request were actions by members of the profession and not by CTA staff. However, as your employees now charged with the task of organizing membership recruitment, we have a challenging responsibility in planning materials and activities which will guarantee that the response to the

increased dues will be based upon adequate information to every present and prospective member. Since the birth of CTA nearly 100 years ago, membership in the association has steadily increased. It is essential that this historic trend continue.

Almost 50 percent of the increased revenue will be spent on needs which were generally recognized by the membership and which will do more than guarantee the continuance of our present program. Staff retirement, salary adjustments, and the funding of present deficits are items which cannot be postponed. The governing bodies of the state association and of the Sections have already expressed their intention to take care of these matters.

A careful analysis is being made of membership reaction and response to the dues increase proposal. The expanded program suggested by the Committee on Services and Dues will be studied carefully in the light of these reactions. This applies to both the state program and to that of the six Sections.

The September CTA Journal will be entirely devoted to a report on the present and projected program of the Association. But this will not be enough. Every local chapter this fall must give more than usual attention to the professional enrollment program. We stand ready to assist you.

Either we move forward or our innumerable professional challenges will not be met. The next decade will probably be the most critical in our history. The decision to finance our program properly is an imperative move in gearing the teaching profession to play its rightful role in the days ahead.

We have full confidence that, provided with complete information about the projected program and with full realization of the goals which we seek, teachers of California will face the future with unity unimpaired.

ARTHUR F. COREY, *Executive Secretary*  
California Teachers Association

MRS. LOUISE B. GRIDLEY, *Executive Secretary*  
CTA Bay Section

MELVIN FARLEY, *Executive Secretary*  
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*Corrections are invited for this roster, which will be republished again in September.*

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Council photographs by Madison Devlin

## STATE COUNCIL OF EDUCATION

# CTA MOVES AHEAD

*Decision to increase dues based on need  
for continued forward-looking program*

**T**O provide for a continuing professional service to California educators, California Teachers Association annual membership dues have been raised to \$22 by action of the State Council of Education in annual session at Asilomar on April 12 and 13. Half of the \$10 increase in professional dues will be apportioned to CTA Sections and the other half will go to the State Association, effective January, 1958.

The 329-member State Council, governing body of CTA, accepted the recommendation of the State Services and Dues committee, which made its first report to the Council last December in Los Angeles. The recommendation of the committee, headed by Vice President Mary Rhodes of San Luis Obispo, provided that no less than \$5 should go to the State program of services and activities and no less than \$5 should go to the Section program.

After six months of discussion by Section Councils and local associations, Council members came to the meeting prepared to vote the full amount of the committee's recommendation. Studies for both State and Section levels had revealed that requests were justified in detail.

### Study Criticism

The only amendment to the proposal for dues and services provided in addi-

tion that a study be made by CTA Research of critical opinion expressed by members regarding the CTA program. A roll-call vote on the motion to increase dues, as amended, resulted in: 238 yes, 60 no, 15 abstaining. It was reported that a permanent advisory panel on Program and Services had already been approved by the Board of Directors. The panel will provide for representation from each of the six Sections and the Board of Directors. It was expected that staff officers and panel would continue an investigation of services and functions of the Association.

### Three Director Terms

Section 3 of Article III of CTA By-Laws was amended to provide that "Directors shall be eligible for re-election, but no person shall serve more than *three* three-year terms consecutively as a Director." This action changed the former limit of two terms for a Director. The Council vote was 283 yes to 27 no. The action made possible the re-election of President Jack Rees, who had completed six years of service on the Board.

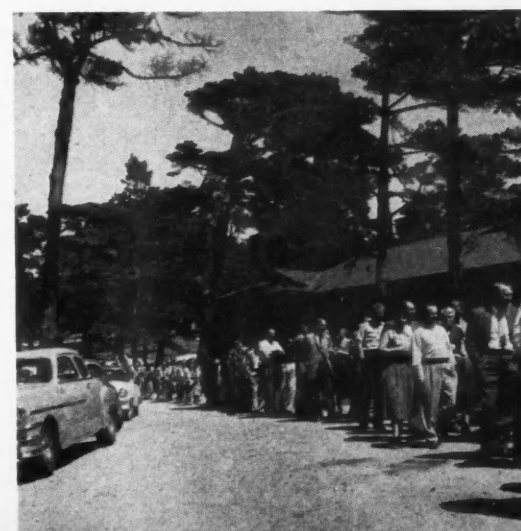
### Council Size Limited

Another section of the CTA By-laws was amended to provide for a change of Section 2, Article V, imposing a

limit of 375 upon the number of elective representatives to the State Council of Education. Almost unanimously, 304 to 6, the Council approved the amendment, which had been discussed at Council meetings for the past two years. A similar proposed amendment before the Council last December had set 300 elected representatives as the limit, and this amendment had lost. At that time, a motion for a 450 limit was amended to 375 and carried at that figure. At present the number of elected representatives to the Council is 329. Continued growth of the Association would have swelled that number to a point where housing for semi-annual meetings would have been difficult and travel expense would have been excessively high. The action provided for the addition of this para-

*(Continued to page 8)*

*Bright sunshine greeted Council members  
as they lined up for dinner at Asilomar.*







*New Professional Rights and Responsibilities committee met for first time under gavel of Chairman Ben Mansell of Monterey.*



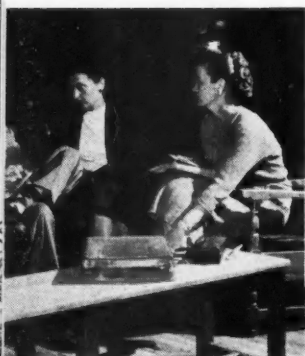
*President Jack Rees checks his papers as the Legislative committee considers major bills.*



*Tenure committee did not have important issues to debate but members listened attentively to a floor discussion.*



*Teacher Education committee divided into several groups for study of recruitment and knotty credential problems.*



*NEA Directors Hazel Blanchard and Mary Jo Tregilgas chat with Secy. Dean Ross.*

*Table talk at Asilomar usually continued the varied Council problems, with time for fun.*

*Paul Bjelland, Long Beach, works out a problem with Field Director Bob Rees.*

*Board Member Sarah Carter receives her dinner plate with a happy anticipatory smile.*





Donald Davis, chairman of Salary Schedules and Trends committee, took good-natured kidding when he donned his coat.



Seeking the spring sunshine, International Relations committee met and studied near conference chapel.



Retirement committee had a heavy schedule of legislative bills to refer to the State Council.



Moral and Spiritual Values committee talked about released time activities for youth and made plans for publications in interest field.



Senator Nelson Dilworth of Hemet, one of the state's best informed legislators on education, addressed Finance meeting.



Youth Activities and Welfare committee considered counseling and recreational needs of young people.



(Continued from page 6)

graph after Section 2, Article V, of the By-laws: "In no event shall the total number of elective representatives exceed 375, and if application of the formula provided in subdivision i should result in a larger number of elective representatives than 375, then the number of elective representatives to which each Section shall be entitled shall, as nearly as may be practicable, bear the same proportion to 375 as the total number of active members of the Section bears to the total number of active members of all Sections."

#### Rees Re-elected

Jack Rees, Hayward superintendent of schools, a member of the Board of Directors since 1951 and CTA President since April, 1956, was re-elected to the Board of Directors after nomination by Bay Section. The Board, at its noon luncheon on Saturday, re-named Rees president for a term ending April, 1958. He will continue as chairman of the powerful Legislative committee of CTA, a position he had held for two years.

Mrs. Mary Stewart Rhodes of San Luis Obispo, a Board member from Central Coast Section, was re-elected to the Board, and the members re-named her Vice-president. Mrs. Rhodes has served for the past year as chairman of the Services and Dues committee.

Miss Mary Catherine Smith of San Diego was the third Board member to be re-elected at this session. Miss Smith represents Southern Section. Arthur Corey was re-elected treasurer.

#### Growth Continues

Executive Secretary Arthur F. Corey, in presenting his annual report to the Council, quoted figures to illustrate the tremendous growth of CTA membership and activities. He enumerated increases in gross income, improvement of press relations, tremendous increase in television coverage of teacher activities, an increase in special services provided for members, an increase in the number of legal opinions provided, and a vast increase in effectiveness of legislative activities. He also pointed out some of the significant developments of staff operation as described in the printed annual report.

He described the work of Robert E. McKay, legislative advocate, who now enjoys a position balancing the power in a state-wide move to equalize assessments. He suggested the prospect of

satisfactory legislation in this field within three or four years.

#### Apportionment Moves

Dr. Corey reported that \$43,385 had been raised in a special fund in support of the current legislative program resulting in AB 3045. He detailed expenditures from this fund, including research, special printing, and professional consultants. He traced the progress of AB 3045, the seventy-million-dollar school apportionment bill, through two assembly committees. He predicted the bill had an excellent chance of passage without substantial reduction of the needs presented by the schools. He emphasized the importance of continued strong support for the two revenue bills sponsored by CTA, providing for taxes on cigarettes and beer.

Quoting at length from a legal opinion provided by Counsel Gardiner Johnson, Dr. Corey outlined the harmful effects of AB 1727, which had been presented on behalf of organized unions. Although Dr. Corey pointed out that CTA has no quarrel with labor, the organized profession must resist all attempts to force teachers by law or by coercion to affiliate with any group which would operate on a closed-shop basis. He said that AB 1727, which would authorize collective bargaining and strikes, has already been amended and may yet be defeated. He pointed out, however, that this bill illustrates how organized unions differ in fundamental philosophy on teacher problems.

John Palmer, senior NEA Director from California, introduced Anna Irene Jenkins, honorary vice president of NEA, who presented a brief challenge to the Council regarding NEA membership. Miss Jenkins, pioneer kindergarten teacher, presented an impressive candle-lighting ceremony featuring President Rees and the six Section presidents. She concluded with an effective reading of her own poetry. Fred Clark read and the Council approved the sending of a telegram to Executive Secretary William D. Carr of NEA, congratulating the NEA on its birthday celebrations.

Palmer announced that NEA membership in California had reached 54,550 on March 28 and that only 3,450 would be needed in addition to reach the state's CAP goal. He described the plans of the NEA Relations Commission for the California delega-

tion to the Centennial Convention of NEA.

#### Propose NEA Changes

Three actions by the Council endorsed recommendations of the NEA Relations commission. One proposed that the NEA By-laws be amended, deleting the final sentence of Article VI, Section 2a, as follows: "In the event of a surplus in the General Fund at the close of the fiscal year, the Board of Directors, after due consideration, shall have power to make disposition of such surplus." The Council also approved necessary amendments to NEA By-laws which would make the NEA Directors the policy-administrative body of the NEA and that the Executive Committee and Board of Trustees be elected from the Board of Directors and responsible to them.

The Council also approved a principle which California has pressed for two years to the effect that at least \$1 of each active member's NEA dues be earmarked for capital outlay.

The 112 official state delegates to the NEA convention will be asked to support the full \$5 increase in the regular NEA dues, on the issue which will be before the delegate assembly at Philadelphia. Delegates from NEA affiliated local associations will be instructed independently. Total California representation at the Convention was expected to be in excess of 600.

#### Policies Prepared

"The 'Public School and Its Program'" is a policy statement now being prepared, according to Mrs. Howardine Hoffman, chairman of the Commission on Educational Policy. Expected to be ready for review next fall, she anticipated that the statement would be ready for presentation to State Council at its December meeting. Studies are also well under way, she said, on seven basic principles concerning learning.

Major policy statements have required extensive study of the Commission in the field of "The Responsibility of the Public Schools Toward the Gifted Child," as well as studies of "Teacher Load," and "Discipline." The latter subject she expected would also be presented tentatively at the next Council meeting.

On recommendation of the Commission, the Council approved in principle the accreditation program for secondary schools as developed by the California Association of Secondary School



Administrators. It also accepted the recommendation that the CTA Board of Directors consider the appointment of a person now teaching in a secondary school as a member of the accreditation commission, which will review visiting committee reports and grant accreditation.

#### Credential Study

Myrtle Gustafson, reporting for the Committee on Teacher Education, described "Teacher Competence," a revision of "The Measure of a Good Teacher," which had been published by CTA. She also described book list number 2 on teaching, which will be included in recruitment packets. She said that the committee had recommended a report of the provisional credential committee of the California Council on Teacher Education, providing for the gradual elimination of the provisional credential by raising standards for the credential by six units of work in an accredited teacher institution each year.

Miss Gustafson further stated that the committee was continuing its effort to eliminate the escape hatch which permits the issuance of provisional credentials without meeting requirements after August 1.

The committee recommended and the Council approved clarification of provisions of the Education Code relating to county board of education power to define, issue, and revoke certificates to teach and that this problem be referred to Legislative committee.

The Central Section submitted to the committee a recommendation that the State Central Committee for Social Studies consider historical background and significant contributions of public education to the American way of life be included in the framework for Social Studies.

The committee referred to Legislative action a recommendation for continued, vigorous support of budget increases for state college instructional staffs and a recommendation that CTA oppose AB 2242, increasing the credential requirement from 2 to 6 units in U.S. Constitution, American Institutions, and California Government.

#### New Members Named

In reporting for the Personnel Standards Commission, Ruby Ferguson introduced two new members to the commission: Mrs. Marvel Fisher of Alhambra and Mr. Arla de Hart of Monterey.

Miss Ferguson replaces Miss Miriam Spreng, who served as chairman of the commission from 1948 to 1956.

#### Satisfaction Surveys

Successful operation of staff satisfaction surveys throughout California was described in the commission report, as well as numerous case studies now being completed. She said that no firm requests for studies of tenure cases under Chapter 1100 had reached the commission, although five districts are preparing charges and have indicated their intention to seek studies if the subjects do not resign.

Council approved a recommendation of the commission that a statement regarding administrator ethics which was approved a year ago be amended to provide for the repeal of Section A-9. This section provides that "The ethical administrator does not seek applicants for professional positions by advertising in newspapers and other publications of general circulation." The question of ethics, the commission believed, may rest in the content of the advertising copy rather than the use of newspapers in seeking applicants. It was pointed out that recent changes in the content of help-wanted classified sections of daily newspapers had included the use of advertisements for personnel to fill highly skilled and professional positions.

#### Moral Values

A handbook on successful practices is being prepared by a subcommittee, according to Mary Zuber, chairman of the Moral and Spiritual Values committee. The publication, which will cover all levels of the educational program, will include more than 200 actual practices. A survey of the released-time program in California has been started.

Dorothy Lippold, chairman of the Classroom Teacher President's committee, reported in detail on the better-teaching conferences held throughout the state, particularly the regional conference held at Fresno in March. She said that the classroom teacher organization was working for the election of Elizabeth Yank of Marysville as a member of the Executive Board of NEA. Dorothy Hamilton of Fresno is the newly-elected chairman of Section presidents of the Department of Classroom Teachers.

The International Relations Committee, according to chairman Harlan Anderson, will seek to prepare publications

outlining a statement of policy relating to the teaching of foreign languages in elementary schools and a written statement of policies and purposes of the International Relations committee. The committee is studying curriculum as related to its field of interest, the use of model UN assemblies for high schools and junior colleges, and the foreign student program in California schools.

H. E. Kjorlie, chairman of the Tenure committee, submitted a brief report to the Council concluding with a request that the Council reconsider its rejection of the proposal for Permissive Tenure Transfer. No action was taken on the proposal.

#### Youth Activities

A study of juvenile delinquency is continuing in the Youth Activities and Welfare committee, according to Mrs. Ruby Cruickshank, chairman. She hoped that a policy statement could be prepared on this subject at a later date. She reported that the committee is also studying the state scholarship program, the problem of counseling students, and community surveys on the recreational needs of youth.

Council approved the committee's request that legislation be supported providing that students who are awarded State scholarships shall be allowed to use the difference between actual tuition costs and amount of State scholarship awards for living and other expenses.

#### New Committee Enters

The Professional Rights and Responsibilities committee, meeting for the first time, studied its delegation of functions. Ben Mansell, chairman, re-read instructions as set forth by the Board of Directors: "The Professional Rights and Responsibilities committee is to study the factors affecting the welfare, rights, and responsibilities of teachers in their professional relationships except those already delegated to existing committees on tenure, retirement, and salary. Some of the areas for study are those related to contracts and terms of employment, assignment, transfer and promotion of personnel, policies and procedures for all types of leave, preparation and use of confidential recommendations, separation procedures not affecting or governed by tenure laws, patterns of constructive staff relationships."

Mansell requested that the Council  
(Continued to page 29)

# *An Educated People Move From*

*Centennial convention  
of National Education  
Association June 30 to  
July 5 at Philadelphia*

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# Freedom Forward

**M**ORE THAN 600 CALIFORNIA TEACHERS, joining educators from all over the United States and its territories, will meet this summer in Philadelphia for the centennial of the National Education Association.

The Quaker City, birthplace a century ago of the organized teaching profession, will be host to an estimated 15,000 to 20,000 teachers during the week of June 30 to July 5. In this same city, in 1857, 43 educators from 12 states started the National Teachers' Association (later the NEA).

Center of convention activities will be Philadelphia's famed Convention Hall but space will also be taken in the Commercial Museum and teachers will attend meetings on the campus of the University of Pennsylvania, overflowing into most of the downtown hotels.

## Californians to be Present

Headquarters for the California delegation will be the Benjamin Franklin Hotel, where CTA will maintain its own room and exhibit. This will also be the center for tours to historic shrines associated with the Declaration of Independence.

CTA's NEA Relations Commission, led by John Palmer, Mary Jo Tregilgas, and Hazel Blanchard, directors from California, have been working more than a year on details of this state's participation in the Philadelphia convention. A triumph realized since the first of the year was California's topping of its NEA Building Fund quota in the dynamic Centennial Action Program.

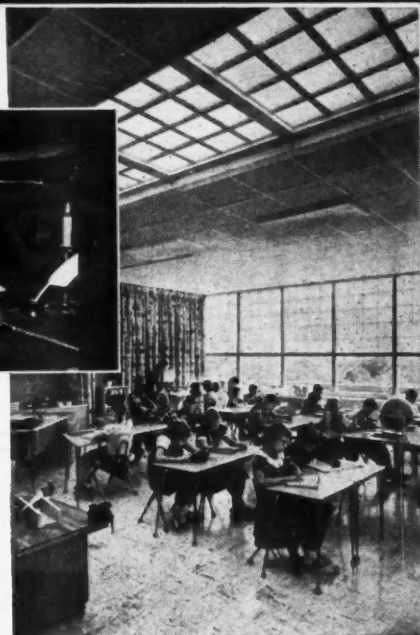
California, the first state to top 50,000 NEA membership, was credited with 51,750 on May 31, 1956. On the same date California had 1,833 life members, increasing to 2,802 on February 28 this year. NEA Life Membership represents most of the \$424,132 credited to this state in the five-year building fund campaign, mounting well over the goal of \$350,000.

The \$7 million building fund goal was reached in March when the record stood \$2,657,119 in cash received and \$4,447,925 in balance due on life memberships and pledges. The NEA board of directors set May 31 of this year as the closing date for the building fund campaign and the buying of life memberships on the installment plan (at the present \$150 rate).

CTA's NEA Relations Commission is completing plans for a convention exhibit which will feature a great outline map of the United States with the caption "CTA Congratulates NEA". In the center will be the new NEA symbol and the words "One nation indivisible . . ." The California room will also provide a display of CTA publications.



*Well-lighted modern classrooms (right) contrast with the primitive environment typical of the day when NEA was born a century ago.*



Official convention delegates, numbering about 5,500, will include representatives from each of California's more than 400 NEA-affiliated local associations and 112 representatives of the state association. It was expected several hundred more California teachers would include the general sessions of the convention in their summer travel plans.

The 30 independent departments of the NEA, from AAHPER to Vocational Education, concerned with special interests from art to zoology, will hold sessions to report studies and debate problems. NEA's 24 commissions and committees, serving the general interests of education, will also be in session.

## To Decide Future of Education

The Representative Assembly, legislative body which determines NEA policy, will have before it the convention theme, "An Educated People Moves Freedom Forward". In the traditional birthplace of American liberty, educators will reflect upon educational developments and the future of the schools. Presiding over the general sessions will be Miss Martha Shull, English teacher at Jefferson high school in Portland, Oregon, who has served as NEA president for the past year.

The NEA, now having a membership of almost 700,000, has as its charter objective: "To elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States". The Philadelphia centennial convention will evaluate this goal and set the course for the future.

**SEE NEXT PAGE for a reminder about NEA's Proposed Expanded Program. One of the important decisions to be made at Philadelphia will be whether NEA annual dues shall be raised to \$10 a year to provide for a more effective nationwide effort on behalf of public education. Parallel is CTA's dues program, reported in full on pages 5-8 of this edition.**





What's all this PEP stuff you've got on toppa my head?



... supporting the *proposed expanded Program* on CTA too? Who's going to help us on teacher welfare programs and state legislation? If you ask me, we'd better go for PEP at national, state, and local levels . . . and get ourselves more research, more professional publications, and better public relations. If that's what PEP means, I'm for it.



It's the *Proposed Expanded Program* . . . a stepped-up effort by NEA to help us do a better job of teaching. We'll get more field service, a stronger legislative voice, and help from the great lay organizations in telling the school story . . . heck, all sorts of things.



That's what PEP means . . . and more. Veteran teachers like us realize how much help we can get through CTA and NEA. With problems of the teaching profession getting tougher all the time, we can use all the PEP they can give us. I'm going to keep on growing with PEP. How about you?

Photos by Constance Bannister

## Career Day at Sanger Proves to Be Important Educational Event

CAREER DAY has become an annual event in scores of California high schools. Normally held in the fall months, the introduction to the crafts and professions has proven to be not only an excellent educational project but good school public relations as well.

Typical is the experience at Sanger union high school, which held its second Career Day last November. School officials, members of the senior class, and the local Kiwanis club planned and directed a day of conferences and tours of major industrial plants.

In the photograph below, Alden Kapp (left) school board member and manager of the Sanger Telephone Company (also a graduate of Sanger union high school) looks on while employee Richard Denton, local graduate, explains the operation of equipment behind the dial system.

Mrs. Ione Hansome, senior problems instructor at Sanger high, described the Career Day activities in these words:

"Seventy speakers including many volunteer Kiwanians discussed occupations and professions. Fresno State and junior colleges cooperated by sending professors with special knowledge of the industrial, business, and profes-

sional world. Thirty-two group meetings were led by nurses, doctors, farmers, dentists, optometrists, teachers, artists, beauty culturists, packing house managers, business men, technicians, etc. Some fifty different occupations were on the agenda.

"Since the whole school takes part in the annual event, the entering student has an opportunity to hear ten occupational discussions in his four years of high school. Kiwanis sponsors two experts for him each of the four years, and in the senior year, he gets an additional two discussions through the Fresno County Career Day. Career Day is thus an enriching supplement to the educational guidance which the regular class work gives.

"Many interesting and pointed questions were asked in the sectional meetings. Here are some: Why study occupations when factories will become automatic? Does man live to work or to enjoy leisure? How can we do away with the deadly routine and monotony? Can work really be interesting or is it a curse? What is automation? Will it displace workers? What causes the decline of the small farm? If automation will bring the four-hour day, how can we prepare for leisure?"

## Leaders to Meet in August

*Third Annual Local  
President's Seminar  
Planned for Asilomar  
August 25 to 28*

THE third annual seminar for CTA chapter presidents will be held August 25-28 at Asilomar. The three-day conference has been especially designed to help incoming local presidents, according to Robert Rees, CTA director of field service.

As in the past, the conference will be financed jointly by CTA and participating local associations. The state association will pay the cost of transportation of each president. This will amount to actual fare or five cents a mile, round trip, for those who drive their cars.

Because of the state budget deficit this year, the CTA board of directors has raised the registration to \$30. This contribution of the local association will be used to defray expenses of rooms, meals, and conference materials. For those registrants who live within easy driving distance of Asilomar and who will not be housed on the grounds, the registration fee will be five dollars. Registrants will be assigned to rooms in order of receipt of registrations.

Final date for registration will be June 15. Rees said this month that advance registrations indicate the total facilities of the conference grounds will be required.

The first two seminars were rated by local presidents as outstanding successes. Experience has shown that these meetings devoted to the methods and techniques of leadership have helped at every level of CTA activity. Nearly all the members of CTA's state staff, as well as top-flight educational leaders from NEA, will participate in the conference program.



*Students learn about industries and vocations in annual Career Day discussions, tours, and demonstrations in California high schools.*

**An Endless Line of Students  
Finds Education in Their  
Land of Promise . . .**

# THE OPEN DOOR





**L**IKE A TEENAGER who grows six inches a year, California is never quite sure about its size and has trouble fitting its resources to its needs. With its growth has come awkward strength and broadening horizons, as well as soul-searching about the future and a gnawing hunger of body and soul.

Recording the economic growth of California in a series of cover features for the *Journal* has been like making a series of pencil marks on the kitchen door-jamb to measure the increasing height of the family teenager. Population increases, as shown by the gaps between the marks, seem almost incredible. Yet there it is: 1900 to 1910, 60.1 per cent increase in population; 1910 to 1920, 44.1 per cent; 1920 to 1930, 65.7 per cent; 1930 to 1940, 21.7 per cent; 1940 to 1950, 53.3 per cent. After a half-century of fast-climbing figures, there is no sign of slackening, with an estimated 30 per cent growth from 1950 to date.

#### Ten Per Cent of Nation

In 1900 California had two per cent of the Nation's people living within its borders. The state has eight per cent today—and will have ten per cent three years hence. From 21st in the U.S. in 1900, the Golden State has stepped up to second place—and watch out, Empire State!

Having just passed the 14 million mark—and continuing to grow at the rate of more than 1000 a day—California has experienced the aches and pains characteristic of the teenager's dilemma. Healthy growth of the labor force has been accompanied by a burgeoning of the market for housing and other goods and services. But while the economy adjusted and expanded, children attended double sessions because schools could not be built fast enough for them.

Out of *each day's* population increase, an estimated 400 new residents between the ages of 5 and 17 will seek a public school education. Already swollen to the bursting point, school housing must be multiplied to relieve the pressures of the next five years. Nine out of 10 of the newcomers make their homes in the 15 counties comprising the metropolitan centers of the state; most of the shortage is felt in urban areas.

*Graduation time, coming next month in hundreds of California high schools, is the beginning of higher education or life vocations for thousands of young people. The open door which releases them to society must remain wide open to admit the endless line of children who deserve the best that education can offer. Photo by Bob Walstoncroft.*



If the percentage of children in California continues to grow faster than the labor force, there must be a corresponding high rate of employment and high per-capita income. If the people of the state spend *three billion dollars* for new school housing in the next 13 years—a carefully estimated projection of need—and if they employ *40 new teachers every day* to staff those new schools through the next ten years, they must have a healthy, expanding economy.

The *Journal's* cover series for the past eight months has outlined certain facts about California industry and culture. Articles have described agriculture, construction, mineral resources, recreation, aviation, and motion pictures, reflecting in each economic area how the schools fit into the changing pattern of California life. It becomes apparent, in such a study, that the state is no longer dependent on mining or agriculture, that it is fast becoming industrial, with special inducements to electronics, aviation, and other fast-moving industries. It also becomes clear that youthful imagination has balanced with mature conservatism, that diversification has become the keynote, and that Californians still like to tackle the impossible.

Most of the problems of the teenager disappear when he grows up. But the problems of California will not be settled so readily—because its growth peak, its final stature, is not predictable. Authoritative estimates of school population show a continuing upward trend of enrollment until 1970 at least—with no plateaus.

One of the major growth problems now commanding public attention is water distribution. Cities of the south cry for water to supply new homes and industries. Industrial expansion has created air and water pollution. Highways are clogged with the machines which devour dwindling oil resources. And among the greatest and most recurrent problems is what to do about the future of public education.

#### He Appreciates Schools

The newcomer may find the eucalyptus and the palm disquieting and he may sorely miss skating on the mill pond back home. But he invariably learns to appreciate California's good schools and to demonstrate his confidence in public education by approving all financial requirements brought to him on the ballot.

He has good reason for pride. He learns that California students win four times their share of awards for scholarship and superiority. He can easily avail himself of the opportunities made possible by the best adult education program in the Nation. He notes that the state has the largest percentage in the Nation (86.1 per cent) of 5 to 17 year-olds enrolled in school. He is proud to live in a community where 8 out of 100 of his fellow residents are college graduates, again the highest average in the country. He learns that the junior college was first proposed and developed in California, that kindergartens and child care centers were pioneered here long before they were recognized elsewhere in the U. S., and that the creation of the union high school district was here an early triumph. He joins native Californians in supporting tenure, generous retirement, and among the highest teacher-salary levels in the country.

In the last ten years the California voter has approved \$635,000,000 in bonds as the state's share of the cost of new schoolhouse construction. If the same voter's reaction to local school district bond elections has sometimes been negative, his reasons have usually been ignorance of the proposed use of school funds or resistance to the increasing load placed on personal property taxes.

Californians, by overwhelming majorities (4 to 1 at the last count six months ago), have indicated that they will keep an OPEN DOOR for the countless thousands of young people who must have an education in a world which demands it.

Probable passage of CTA-sponsored legislation in the current session of the Legislature will tend to equalize the burden of cost of school operation between state and local district. Written into the same bill is a provision for \$4200 minimum salary for teachers. Meanwhile, boards of trustees are learning to work harmoniously with teacher salary committees in setting realistic salary schedules based on broader resources.

Continuous population growth has always made California a Mecca for teachers who hoped to start their careers in this favored state. The post-war years have seen a demand for an unprecedented influx of qualified teachers. But instead of letting down the gates to admit *any* practitioner with a warm pulse, professional requirements have grown more exacting. Thanks to CTA and an enlightened State Department of Education, recruitment has tended to emphasize adequate training and personal characteristics contributing to success in the classroom. Even the last-ditch provisional credential is widely regarded as a temporary expedient to be discarded as soon as possible.

School housing, current expense, and recruitment of teachers are, in large measure, financial problems. They

*Symbolic of the new look in architectural beauty and functional effectiveness is the new plant of Sun Valley junior high school, Los Angeles City school district. Hundreds of new school buildings—many like this—must be constructed in the next few years to provide classrooms with doors open to all young people seeking education.*



will be solved if California remains vigilant, avoids war, and continues to expand its economy. A fourth school problem, of almost equal importance, is school district reorganization. Urbanization of a large part of California has aided the improvement of instruction where school plant and facilities have been centered in larger units. To carry equal educational opportunity to its logical objective requires the elimination, as far as possible, of any school unit which cannot be justified economically or educationally.

Industrialization, especially in electronics, plastics, and aviation, has required more engineers and skilled technicians. Engineering students are often signed up for employment before they reach their junior college year. Often at the cost of diverting young people from teaching, universities are trying to meet the demands of an industrial age.

This is an area of public necessity which only the schools can fill. High schools, junior colleges, and universities are teaching science, mathematics, and the basic fundamentals in larger volume and with greater success than was possible a generation ago. Little-publicized apprenticeship programs, in cooperation with the schools, are models for the Nation.

The University of California, with its eight campuses, enrolling more than 40,000 students, is engaged in the greatest building program of its life. The ten state colleges, principal source of teachers, are also getting generous public support in order to prepare them for the tidal wave of new students who will be asking for admission to higher education within the next few years.

The people voted Yes on Proposition 3 last November, making possible the long-term financing of \$114,000,000 in capital outlay for the University of California and \$200,000,000 for the state colleges on a five-year building program.

Excluding public education from a discussion of the cultural and economic growth of California is as unrealistic as constructing a lumber mill without timber. Fortunately, Californians have no wish to minimize the value of the contributions of their schools. In this unity of purpose lies the hope of the future, the conviction that here, in this Golden State, is truly the land of promise. JWM

#### BACK COPIES FREE FOR ASKING . . .

For those CTA Journal readers who want back copies to complete the series on the "Land of Promise" cover features, a limited stock is available. The series, started last September, described the phenomenal growth of California, its industries and economy in relation to the services and needs of the public schools. This number, featuring education, is the last of the series. For more on the subject of school housing, see page 22 of this edition and page 18 of last month's edition (April 1957).

Complete files of the "Great Californians" series, published in 1955-56, are no longer available. However, the stories of DuBridge, Hoffman, Gilbreth, and Givens (Feb.-May 1956) will be mailed free on request. For class projects requiring quantity, shipping charges will be quoted.

This edition marks the end of the third successive year of theme sequence in cover features. They will be discontinued with the next edition (September), when production will shift to lithographic process. Art covers on timely subjects will be featured. To begin the school year, September edition will again tell the "Story of CTA" and copies will be sent to every teacher employed in California.

# Plays Pay PR Profits

Elementary stage  
productions help  
public relations

Warren Maple

THE semi-annual public relations project in our school gives us double dividends. We develop student self government, teach dramatics, and develop better understanding and acceptance of our school by the parents and citizens of the community. We present through the cooperation of the speech and music classes a Christmas program in December and an operetta in the late spring. A dress rehearsal is given at an assembly for the children in grades four through eight and the program is presented to the public at an evening performance without charge.

The selection of plays is made early in each semester by the teachers of the elective classes in speech and music. Tryouts are held for speaking and solo parts as soon as the play copies are received. Competition is keen for the choice parts and interest is high. When casting is completed, learning of parts becomes a major project for the speech group. Choral music and solo parts get the full emphasis of the music section. All practice is done during the 45 minute elective period daily in the classroom. Emphasis is placed on learning lines, diction, and timing.

It is usually an easy job to put into working groups all of the pupils in class that do not get acting parts by organizing them into production crews. A prompter is selected and starts with the first reading rehearsal. This pupil follows script for every practice through the final performance. All of the production crews are encouraged to study the script, create ideas and submit their own original scenery designs. The best one is chosen to be used and the stage crew makes up the necessary construction plans from the set designs. They

Mr. Maple is a seventh grade teacher at Central School, Banning. A sketch of his work appeared in CTA Journal, September 1955, page 42.



Students of the seventh and eighth grade at Banning elementary school rehearse for the spring production, with the singing chorus in the background. Student shows, requiring participation of music, drama, and art classes are typical in California and—as the article below illustrates—they help to bring school and community together. Photo by Capps.

work with boys' woodworking elective class on construction of scenery. Our custodial staff helps on difficult projects. Painting of finished scenery is done with the help of the art class.

A costume committee works with the cast on routine costumes. Hand properties are organized and arranged for by still another group. This group studies the script and gets the necessary items together for use during rehearsals. Light changes and special lighting effects are planned by the student electrician from study of the script and scenery designs. The student stage manager, usually chosen for his dependability, coordinates all of these committee activities with the guidance of the teacher directors.

The art class holds open competition for the best original design to be used on the cover of the program. The winner is given recognition in the program, along with all of the working crews of the production.

By the time we get completely organized everyone has a job to do. Student leadership becomes an important part of the activity.

Three weeks before production date, stage movements and action are started at rehearsals. Joint practice with the music group begins to be a routine even if still held in a large classroom. We use the high school auditorium,

nearby, made available to us the final week of production.

Our schedule the final week reads like this: Monday is stage set-up time with the stage manager, stage crew, and property crew busy with set and furnishings. Tuesday is usually a limited rehearsal with a once-through only. On Wednesday and Thursday we try for a two and a half hour practice with the cast out of class for that time. Friday morning is usually a time to iron out any rough spots in the show, if they still exist. Friday afternoon we have a dress rehearsal for an assembly audience of 350 pupils. The evening show is performed for 400 or more interested parents and fellow citizens.

The real satisfaction received from this type of presentation of music and dramatics is not found alone in the congratulations of parents and friends who gather around and say, "fine program", "good show", and all of those other kind words. By the time the show is in final rehearsal, 100 to 150 pupils have made a personal contribution to the success of the show. They realize that it is truly *their* show. They realize this to such an extent that the director can see the final performance from a seat in the audience, sit back, relax, and know for sure that these children are responsible. The show will go on.





## FROM THE FIELD

statewide professional news

**BIRTHDAY PARTIES** honoring the NEA Centennial were held April 4 in many California communities. In an excellent program at Compton, Dr. Robert Gillingham, former CTA president, reviewed the history of Compton schools in slides. Dr. Arthur F. Corey spoke at Beverly Hills, where TV star Ralph Edwards was master of ceremonies. CTA staff members appeared on programs in many areas of the state.

**CITING DANGERS** of a union-sponsored bill, AB 1727, CTA Counsel Gardiner Johnson wrote a lengthy opinion warning against collective bargaining for public school teachers. A pamphlet entitled "Shall California Teachers Be Compelled By Law to Unionize?" was produced by CTA and is available on request.

**SAN DIEGO** Board of Education has awarded contracts for construction of six new schools and additions to six existing schools, totaling an estimated ten million dollars.

**RADIO AND TV** coverage of teacher shortage and crowded classrooms, as well as other problems of education, has expanded tremendously in northern California this spring under guidance of Mabel Perryman, CTA Public Relations Representative. 91 stations carried spot announcements in February and March. Personality sketches of teachers are being featured in San Francisco and Sacramento. Staff members of state and Section offices have been scheduled through May for news interviews. KPIX-TV, San Francisco, produced films of interviews with Governor Knight and Admiral Nimitz on "teachers best-remembered" which will be available for other TV showings.

**CSTA MEMBERSHIP** as of March 31 was 3,494, almost equalling the top figure for 1956.

**AVIATION EDUCATION** workshop for Stanislaus county and Modesto city teachers will be at County Center No. 3 and various airports August 19 to 30. Two units of credit will be given by San Francisco State College. Cost \$17, limit 200, registrations to Fred Beyer, county superintendent of schools, Modesto.

**WORK EXPERIENCE** education program has been set up for a two-week, two-unit course at Santa Barbara, with Dr. Myron S. Olson, USC professor of education, in charge. Problems of the secondary pre-professional student will be emphasized.

**BUILDING COSTS** of less than \$10 a square foot are boasted by Lompoc. Architect Pierre Claeysens said the 14,777 square feet of construction, wood frame and stucco, asphalt tile floor over concrete, with tack-boards and cabinets, will average \$9.82 per foot.

**SCIENCE AND MATHEMATICS** institute, sponsored by National Science Foundation, will again be offered at Stanford University for the academic year 1957-58, beginning in September. Stipend and expenses will be allowed for successful applicants, who will include high school math or science teachers with three years experience.

**SCHOOL CAMPS** are increasing in number in California. Latest announcement was that 2500 sixth graders from San Mateo, San Joaquin, Merced, Stanislaus, and Monterey

counties will attend week-end sessions at La Honda, near Santa Cruz. "Going to school in the woods" during May will permit nature study, as well as marine life and soil erosion.

**CSBA**, in board action April 6, endorsed CTA-sponsored apportionment legislation (AB 3045) but opposed the section setting minimum teacher salaries at \$4200. School Boards spokesmen said the minimum "would restrict the local school district's right to spend funds as required".

**SCHOOL CIVIL DEFENSE** and disaster conference was held in San Francisco April 9-10, one of three to be held throughout the state. Plans were studied for protection of pupils during a disaster.

**ARCHITECTS** of California ran off with the lion's share of awards in the sixth annual national competition for better school design. Three top award winners were: Mario J. Ciampi, for Sonoma elementary school; Neutra and Alexander, for Orange Coast College science building; and John Lyon Reid and Partners, for Walnut Creek elementary school. (See page 22 about another Reid design).

**SYD L. GLASS**, Fresno county assistant superintendent of schools, will retire in June after 39 years as teacher and administrator.

**RADIOACTIVITY** and Biology, first course of its kind to be offered at UCLA Medical Center, is scheduled for July 8 to August 16. It will be sponsored by Atomic Energy Commission and National Science Foundation.

**UNESCO's** U. S. National Commission will hold its sixth national conference in San Francisco November 6. More than 1000 delegates from all the states will attend.

**NANCY SEYMOUR**, Ventura fifth-grade teacher, was a winner in *Instructor's* school-community relations contest with her essay "What Makes America Great".

**VOTERS SAY YES** to 83 percent of school finance proposals in Riverside county. Since January 1955, 39 out of 47 of school district issues on the ballot have been passed.

**AFFILIATED TEACHER** Organizations of Los Angeles is looking for an executive secretary, following retirement of Dr. Herschel R. Griffin. Applications are being reviewed by a special committee of ATOLA, headed by Robert R. Unruhe.

**CTA MEMBERSHIP** as of March 31 was 88,918, an increase of 5,859 over the same date in 1956. This figure includes 85,174 regular, 3,494 student, 146 retired, 34 honorary life, and 70 paid life.

**SCIENCE PROGRAMS** in California elementary schools are being studied by Bureau of Elementary Education, SDE.

**SALARY SETTING** season shows upward trend, with a majority of California districts adopting teacher schedules above \$4200 minimum.

**EUROPEAN TRAVEL** this summer has drawn record numbers of teachers into tour groups. Typical is a music and art tour coordinated by D. Sterling Wheelright of San Francisco State College, who will visit major festivals and special programs. Ted Bass, CTA assistant field service director, will be assistant tour director of an NEA tour to Europe.

**CARL B. MUNCK**, past president of CSBA and member of the Oakland board of education, was elected vice president of National School Boards Association at Atlantic City in February. California sent 125 delegates to the convention.

**SCHOOL BUS** drivers will compete for safety honors at School Bus Rodeos sponsored by California School Employees Association: Hollywood Park May 4 and Hayward Airport May 11.

# EDUCATION, U.S.A.

..... national professional news

## CAPITOL HILL GIVES AID BRIEF ASSIST

Congress showed its belief in education on April 4, when it voted not to cut the budget of the U. S. Office of Education. A reading of the *Congressional Record* may look rather dull and unintelligible; it fails to reflect the drama of a one-vote victory which makes possible the continuing services of the Office of Education, including its program of cooperative research:

"The SPEAKER. The Clerk will report the next amendment on which a separate vote is demanded.

"The Clerk read as follows: 'Page 19, line 15, strike out '\$7,000,000' and insert '\$5,518,000.'"

"Mr. FOGARTY. Mr. Speaker, on that I demand the yeas and nays.

"The yeas and nays were ordered.

"The question was taken; and there was—yeas 206, nays 207, not voting 19...."

The net result is that the House looks with favor on education, as shown in its vote on the day of the NEA Centennial Birthday Party.

That same morning, the House Subcommittee on General Education reported a new version of HR 1. By a vote of six to one, the members combined features of the original Kelley Bill with its Democratic proposals, with the Administration-favored Republican suggestions, and worked out a compromise which ought to pave the way for federal funds for school-construction. Leaders of both parties who sit on the committee are on record as being in favor of the new Kelley Bill which continues to be known as HR 1.

Next step is to have the House Committee on Education and Labor consider the bill and send it on its way to the floor, although it must first be cleared by the powerful House Rules Committee.

The annual rush to introduce bills has slowed down. On March 4, Representative Harlan Hagen (D) proposed (HR 5541) a National Grammar Commission to reform the spelling of English words, to publish the United States Official Dictionary, and for other purposes; the bill was referred to the Education and Labor Committee.

Senator Thomas Kuchel (R), on March 8, introduced S 1506, a measure "to amend the Internal Revenue Code of 1954 so as to allow an individual to deduct expenses, not in excess of \$100, paid by him in each taxable year for transportation to and from his place of abode and his place of business or employment."

Representative Charles M. Teague (D), introduced HR 6105, "to amend the Internal Revenue Code of 1954 to allow a deduction from gross income for certain amounts paid by a teacher for his further education; to Ways and Means."

There is increasing support in Washington for a bill of this nature. The original measure along these lines was introduced by California's Cecil R. King (D), after consultation with the National Education Association, which is increasingly active in seeking equal tax treatment for teachers. Several Senators have introduced parallel legislative

proposals, and the NEA Research Division has prepared the statistical material with which it hopes to convince the Treasury Department that the benefits for teachers, and the fairness of the proposal, will outweigh the loss of revenue which would result.

Representative B. F. Sisk (D), on April 2, introduced HR 6574 "to amend the Veterans' Readjustment Assistance Act of 1952 to permit a veteran pursuing education and training thereunder to make a change of program, not otherwise authorized, if he is unable to continue the pursuit of his current program because of physical or mental disability or other compelling personal reason; to Veterans' Affairs."

On the floor of the House, a battle took place in late March over an amendment by Representative Edgar W. Hiestand (R) to reduce the appropriation for library services grants by \$2 million. Another Californian, Representative Sisk (D) spoke in opposition to the cut. He wound up on the winning side as the amendment was defeated.

On April 1, Representatives John F. Baldwin, Jr. (R) and Harlan Hagen (D) spoke up to forestall a cut in Public Law 874—the law which provides federal funds for the operation and maintenance of schools in federally affected areas.

JAMES E. RUSSELL, 41, associate professor of education at Teachers College, Columbia University, was appointed secretary of the NEA-AASA Educational Policies Commission, to succeed Howard E. Wilson on July 1. EPC has just published *Higher Education In A Decade of Decision*. The 20-member commission includes Eva M. Ott, principal of Daniel Webster school, Oakland; and Arthur F. Corey, CTA executive secretary.

ADLAI E. STEVENSON last month became chairman of the advisory board of Encyclopaedia Britannica Film Co., largest producer-distributor of classroom teaching films in the world.

QUALIFIED TEACHING candidates to be released from college this June will number 107,452—10 percent greater than that of 1956—according to NEA Research. Preparation for elementary teaching: 42,796; for high school: 64,656. In 1950 26.6 percent of all college graduates prepared for teaching; this year the promise is 32 percent. Pressing problem is how to get graduates signed up for classroom duty.

WASHINGTON SEMINAR on government will be available to delegates who attend NEA convention. Californians may sign up with NEA Travel Division for three weeks, July 7 through 26, at a cost of \$159. Course will include briefings by prominent government officials, visits to Capitol Hill.

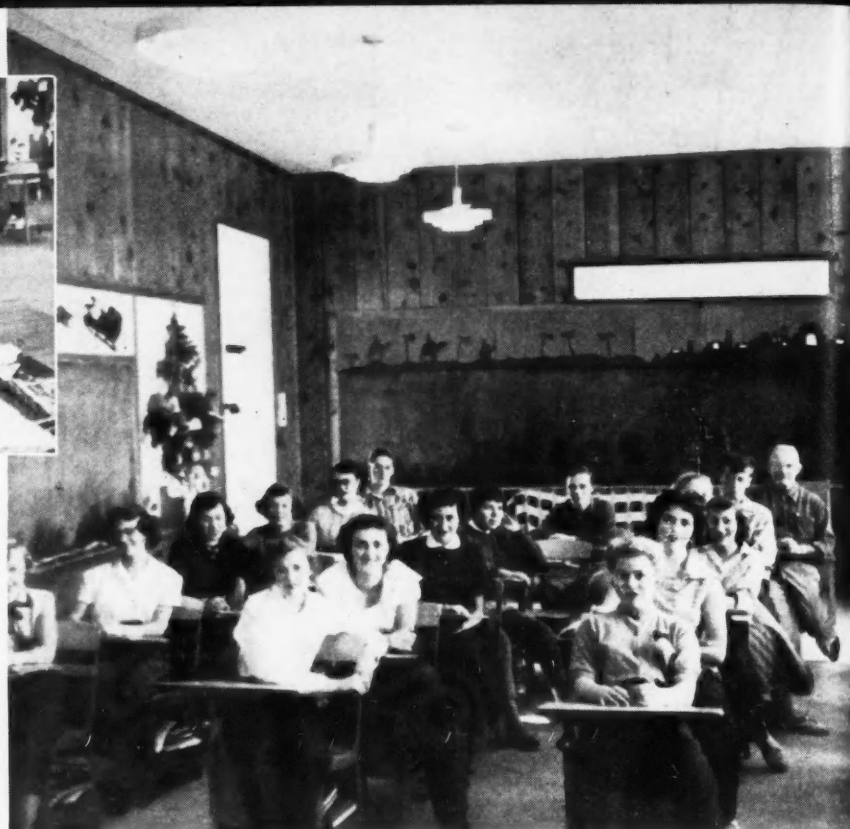
THEODORE D. MARTIN, former director of NEA Membership division, has written a book, *Building A Teaching Profession*, which furnishes valuable background information on NEA's century of growth. The book (\$3.50) may be ordered from Whitlock Press, Middletown, N.Y.

WAYNE OTIS REED has been named deputy commissioner of education, promoted from rank of assistant commissioner. Dr. Reed, 45, was formerly superintendent of public instruction for Nebraska and president of Nebraska State Teachers College, resigning to go to Washington in 1951.

JOHN PERKINS, 42, recently president of the University of Delaware, is the new Under Secretary of the Department of Health, Education, and Welfare, succeeding Herold C. Hunt, who returned to Harvard. He will give attention to problems of higher education, international exchanges, and school administration.



Teacher-principal Ed Covington (above) uses a table in the corner for his desk. At right is the entire student body of the one-room high school at Johnsondale.



# One-Room High School

*Lee Clearman*



**T**HAT a complete basic high school curriculum can be taught successfully in a one-room school remote from the usual "community resources" is being proved in the Johnsondale branch high school of the Porterville union high school and college district. But the job is a challenging one for the instructors.

The situation is one of which many teachers dream—some with delight, and others with fright.

The school is located in the isolated lumber community of Johnsondale, on Kern River Canyon in eastern Tulare county. Enrollment this semester is 26 students, an increase of five over last year.

The instructors are a man-and-wife team, Edward B. Covington Jr., and Mrs. Dorothy Covington. Both have had considerable experience teaching in California elementary and secondary schools, but they believe Johnsondale is their greatest challenge.

How well they are getting along is indicated each time there is a question of whether or not to have an optional school holiday. The vote generally is 26 against the holiday, and two in



A comfortable teacher-age (above) provides for the man-and-wife team. Left, Mrs. Covington checks typing students. Below, the teacher gives a student individual help.

*Mr. Clearman is a teacher at Porterville union high school and college, Porterville. District Superintendent Charles W. Easterbrook, who sent in the story, says "Ed is talking about retiring but I am not sure he will as he loves the mountains and the experience of administering a small California high school".*







*Ideal facilities in the small kitchen provide for teaching of home economics. Girl students love the course.*

favor, with the Covingtons being completely over-ruled by the students.

The Covingtons are in their fifth year at Johnsondale. Mr. Covington, a 1920 Pomona College graduate, was a physical education instructor, coach and athletic director at high schools in Los Angeles, Orange, and Imperial counties. Mrs. Covington, who secured her credentials from Humboldt State College and UCLA, has had wide experience as an elementary teacher and administrator, with some work on the secondary level.

At Johnsondale, the Covingtons find themselves in a small lumber camp community with seasonal employment. The mill, operated by Mt. Whitney Lumber Co., usually opens in March and closes late in November. Many of the seasonal workers, however, remain in Johnsondale during the winter, and educational facilities must be provided for their children of high school age. Distance and snow-closed passes in winter make it impossible to transport students to Porterville, and district trustees feel boarding them would be both uneconomical and undesirable.

When Johnsondale Branch was started 16 years ago, teachers were hard to keep. The nearest living accommodations were at a summer resort down river eight miles. Today a modern teacherage has solved the housing problem.

The Covingtons, too, have their problems in running the one-room school, but they enjoy it.

"Since the children who attend are mostly from migrant families," Mr. Covington says, "they are not as far advanced for their age groups as are the children of permanently employed people. The people who work in the lumber industry, as a whole, have a different culture than urban people,

and their outlook toward education is different."

The Covingtons believe their foremost problem is to teach pupils to live together amiably. "Daily we stress the maxim: Regardless of education, the person who is unable to get along with his fellow man is a misfit and can never succeed."

Another rule is enforced strictly: "If you do not wish to study and work while in school, we will not tolerate your attendance." Mr. Covington says that students, almost without exception, realize he means what he says and act accordingly.

Disciplinary problems, on the whole, are less numerous than in larger schools, Mr. Covington believes, principally because there is a close personal rela-



*As a former coach, Covington easily handles physical education problems.*

tionship between teacher and student that develops mutual respect to a high degree.

The core curriculum at Johnsondale is "Family and Community Living," and a complete high school course is given with the exception of laboratory science. Home economics is stressed because most of the girls marry young.

The Covingtons have never taken the time to analyze their teaching load, but it is not light. This year, Mrs. Covington teaches morning periods in English II, geometry, physical education, and home economics. In the afternoon, her time is occupied with typing, orientation, and sophomore social studies.

Mr. Covington, in addition to administrative duties, teaches English IV, general mathematics and secretarial practice, physical education, general business, biology, business mathematics, and senior problems.

Next year, algebra, English I and III, U.S. history and general science will replace geometry, English II and IV,

senior problems and biology in the curriculum.

The Covingtons have another rule: The teacher with the largest class gets the classroom. The other must retire to the kitchen.

Great stress is placed on fundamentals. Each student is required to learn basic mathematics and English, and every student in school learns to spell and define 20 words per week. Classes are small and "make the work almost like tutoring."

The Covingtons say they have little need for batteries of tests to let them know the limits of a student's ability. "We personally know the capability of each student, and he or she must live up to this capability," Mr. Covington says.

The school's extra-curricular activities include athletics and social events, and the school building is a community center for teen-age recreation. But Mr. Covington is ready to return the recently purchased hi-fi set. "I've heard 'rock and roll' until I'm rocky," he complains.

Despite the many problems they face, the Covingtons find rewards in the relatively isolated life. Mr. Covington has hunting and fishing "just over the hill," and a walk in the big timber helps solve problems. "There are no staff or committee meetings," he said. "Teaching many subjects requires much study and preparation. While the students may not receive the broadening influence of a large school with its many outside activities, I feel they are far better off attending a small school of this type instead of a larger school on a boarding basis."

Former students are the school's greatest boosters, and many of them remember it as a bright spot in their lives.

*Home-making is an important subject in this isolated mountain high school—and one which pays tasty dividends.*



# New Design in Schools

*Hillsdale flexibility  
and utility may be  
keynote of future  
for education*

**H**ILLSDALE high school, San Mateo, publicly dedicated in January, 1956, is a high school that wants to stay young. Because of that basic premise, it is considered one of the nation's most modern secondary schools.

A complete departure from conventional school architecture, Hillsdale shelters with grace the known programs of the present, the unknown programs of the future, and the change which is the sure aspect of secondary education. It is a building where rooms and groups of rooms relate to one another with order and consistency.

Designed by John Lyon Reid and Partners, San Francisco architects and engineers, Hillsdale represents a true modular plan based on a 14' x 14' unit. Modules of structure, of natural and artificial illuminations, of heating and ventilation, and of room division and arrangement, are carefully related to each other and permit unlimited plan possibilities to accommodate future changes in school program.

## Well-Planned Facilities

Two years of planning went into the basic design which has as its major requirement flexibility to permit unlimited space arrangement. Instead of conventional permanent walls, all Hillsdale partitions are movable, non-bearing and designed to be completely re-usable and subject to repeated change. They allow rearrangement in any direction without respect to distance from windows, arrangement of heating units or location of electrical fixtures. They permit relocation of corridors and rooms, opening up or closing off views. The exterior wall system of opaque, insulated panels, translucent or clear glass panels, with interchange-



*All interior academic areas of Hillsdale high school are typical of this Spanish classroom. Daylight is provided by overhead glass panels. Around each ceiling well is an egg-crated fluorescent fixture for artificial illumination. Heat and ventilation grills are in the well corners. Non-bearing metal wall panels spanning from floor to ceiling may be arranged as desired. Photo by Smith, San Carlos.*

able glazed or solid doors, permits easy and quick additions to the present structure.

Room arrangements are independent of window walls because of a revolutionary system of daylighting through the roof, employed throughout the school. Combined with this system are the artificial lighting, heating and ventilation modules, to form a utility unit fitting the basic structural design.

The daylighting system consists of 661 six-foot square roof panels prefabricated with scientifically designed prismatic glass units. They transmit cool north light at all times of the year, accept sunlight during all seasons except when the sun is at its severest, glaring, hot position. At this time, sunlight is rejected to assist in maintaining room comfort and desirable seeing conditions.

## Light Is Ideal

Artificial fluorescent lighting fixtures are installed around the perimeter of each 6' x 6' roof well, abutting one-foot square ventilation grills placed at each

end of the four well corners. The grills are supplied by ducts, located in the four-foot high loft between ceiling and roof, carrying automatically controlled heat or outside air or a mixture of both. All utility lines, electrical, gas, water and air, are installed in the loft to permit easy connection if room designs are changed.

The incombustible, sprinklered building-group, occupying five and one-third acres on a 33-acre tract, has a capacity of 1750 students. It is one-story throughout, increasing in height as the site slopes down from west to east. The building units are disposed around a central court. There are no steps in the school—only ramps leading from one area to another.

The structural system used for the Hillsdale school is a steel frame resting on concrete footings with a concrete floor slab on grade. In the academic area, steel columns are spaced 28 feet in both directions, supporting a system of steel beams and purlins with a steel roof deck. For the shop, cafeteria and physical education wings, structural

materials are the same except that the space is spanned by a series of steel rigid frames 28 feet center to center. In the latter wings, ceiling structure is exposed, but in academic areas there is a suspended acoustical ceiling which covers the structure, ventilation and heating ducts and all utilities.

Distance between ceiling and roof in academic areas is approximately four feet. This depth is required by the structure and ducts and produces a shallow light well at each panel. Ceiling height in academic rooms is 12 feet, increasing to 16 feet in the cafeteria, little theater and shop areas, and to 20 feet in physical education-auditorium wing.

#### Economy Is Factor

The 3.6 million dollar cost reflects economies not readily apparent. First, there is economy of space. Including auditorium, two gymnasiums, little theater, cafeteria and corridors, there are 123 square feet per student. In academic areas, repetition of identical structural bays speeded erection. Ventilation and lighting units were installed before partitions went in. Large areas of asphalt tile floors and acoustical ceilings were installed speedily without cutting around partitions or cabinet work. The condensed area of the building shortens run of utilities and corridors. Ducts are all straight runs. Costly outside perimeter walls were reduced in length and replaced by less-expensive partitions, accounting for reduction in weather exposure and heat losses.

Corridor walls leading to school units are zig-zag in plan, creating natural conversational areas for students, and relieving monotony of long corridors. Sound reverberation is reduced by elimination of parallel walls.

#### Planned for Complete Program

Facilities include academic rooms, home economics, commercial and work shop departments, library, auditorium seating 1000, little theater, boys' and girls' gymnasiums and locker rooms, cafeteria, health room, offices, lounge and utility rooms. Two outdoor pools, located in the grand courtyard, are singularly designed for diving and swimming, with spectator bleachers installed at pool's sides. The courtyard, shown on the *Journal's* cover this month, is used constantly for outdoor lunches, assembly, lounging and access to classrooms.

The Hillsdale school plan is responsive to today's requirements and equally

# Insurance Extended

## Low-cost accident and baggage coverage now available for CTA members

As a low-cost service to CTA members who expect to travel this summer, California Casualty Indemnity Exchange this month announced worldwide accident and baggage insurance coverage.

At relatively small premium cost for trips of short duration, Index Underwriters, managers of the Exchange which handles the CTA-sponsored auto and homeowners insurance plans, is able to write policies in any amount from \$5000 to \$50,000 on accidents, protecting the holder wherever he goes, by land, sea, or air, from one to 180 days.

so to that which the unpredictable future brings with it. It will render an effective, mobile educational service 35 years hence as it does today. The future for Hillsdale is unlimited. This limitless future results from the basic design premise established by the board of trustees, superintendent, faculty, educational consultants at Stanford University and University of Michigan, the architects, engineers and contractors.

In event of death, the accident policy pays full amount. Depending on the coverage purchased, it will pay full or scheduled amounts for loss of sight or limb. It will pay actual hospital, medical, surgical, and nurse costs arising from accident covered by the policy, up to \$500 of each \$5000 of death coverage.

Baggage insurance may be purchased in combination with accident coverage in any amount from \$200 to \$2000. It protects against theft, loss, and damage and covers all members of the family traveling with the CTA member. It is good anywhere in the world and remains in effect in hotels while enroute.

A third type of coverage is foreign automobile insurance, which may also be written by Index Underwriters if the CTA member purchases an automobile abroad. Complete information on all three types of insurance will be provided if the *Journal* reader will clip, fill out, and mail the coupon in this edition in the advertisement on page 35.

OUR COVER this month gives some hint of the spacious freedom in the design of two-year-old Hillsdale high school in San Mateo county. More significant is the complete flexibility, reflecting a current trend in school architecture. John Lyon Reid, San Francisco architect, who won a number of national awards for his Hillsdale design, told me this at the time of the dedication: "I believe, and many educators share this belief, that the secondary curriculum of 1980 will represent a totally different learning situation than is found in secondary schools now. There are good grounds to believe that there may be learning groups of 60 to 100 young people, working under the guidance of several teachers. If this is the case, future classrooms will bear little resemblance to those of today. Hence complete flexibility of the school plant will not impede the evolution of the teaching program."

It is apparent, on examination of citation-winning schoolhouse designs announced this spring, that modern architects work closely with educators in making effective use of space and new building materials. The result is better value dollar-wise, as well as long-deferred obsolescence. —JWM



# Tenure Is Your Right!

*Dean James M. Malloch*

traces historic and ethical growth of job protection

**T**eacher tenure is more than an opportunistic measure in a developing educational system. It is a newly recognized principle in a growing social, political, and economic order. It should be understood and defended as such by educators and the public alike.

A real history of tenure would involve a parallel history not only of education as a whole, but also of national and world economy and idealism. The principle of tenure which has been implicit in public service from the beginning has been made increasingly explicit by the history of modern civilization.

The National Education Association has been committed to it for years. It began to discuss tenure as far back as 1887 and passed a specific resolution in favor of it in 1915. The first resolution concerning it in California was presented to the Second Constitutional Convention of California in Sacramento in 1878 by Luke Doyle, a delegate from San Francisco. In 1890 the State Supreme Court gave judicial sanction to teacher tenure in a ruling in favor of Kate Kennedy, a teacher who had been dismissed without a hearing in San Francisco, because of her advocacy of the single tax movement. A continuing contract law was passed by the State Legislature in 1911, and a state-wide tenure law in 1921.

The constitutionality of tenure legislation was established by the courts in 1927, through rulings on the famous Isadora Grigsby case. The tenure law has been improved constantly by legislation since that date, and has been upheld by a number of court decisions. Tenure, therefore, is statutory, not contractual. The prime factor in the promotion of good tenure legislation in California, the pages of history disclose, has been the California Teachers Association.

## **Sacrifice Is Implicit**

**Teacher Tenure is a basic economic principle. It is the equivalent in public enterprise of ownership in private enterprise. One going into public service**

as a life career surrenders all hope of owning his own business and the self-determination which goes along with ownership. Furthermore, he gives up voluntarily and with foreknowledge the possibility of the large earnings which result from success in private ownership or practice or even from employment in big private industry. He makes a covenant with himself and with the state to live within the income made possible by legislation and taxation. He is morally entitled to the compensation of tenure security.

**Teacher tenure is a basic principle in efficiency.** Good teaching, like good work anywhere, develops in a climate of freedom from fear of being unjustly discharged, freedom from intimidation by outside pressure groups, and freedom from the risk of losing the opportunity of exercising the rights of citizenship. Tenure also relieves the school administration of outside demands to

dismiss teachers on non-professional grounds.

**Tenure is a basic principle in state or governmental service** which has been recognized in political science for a long time. Teacher tenure is fundamentally the same thing as civil service or tenure for judges. In the modern scientific world, the state finds it necessary to provide its citizenry with an ever increasing number of services. This results in a non-political administrative group and in a body of administrative law created through delegated legislative powers. Some political scientists regard administration as a separate branch of government parallel to the legislative, executive, and judicial, and parallel also to the potent invisible government of non-constitutional pressure groups.

## **Its Roots Are Deep**

The dignity of the administrative apart from the other branches of government has its roots in the English and European tradition of service to the state as a lifelong profession. It is the liaison between the public and the other branches of the government. It even exercises certain judicial powers and helps to form governmental policies. In the field of education, a good example of administrative justice is the hearing of tenure cases in some states by boards of education sitting as administrative tribunals. A good illustration of policy-forming responsibility in education is the fact that school teachers and administrators are actually the main sources of the policies of school boards, which are theoretically chiefly policy-forming bodies as the legal custodians of education. It has been said truthfully that "parliaments and presidents may reign but the civil service governs."

In California law, teacher tenure is undoubtedly preferable to civil service as it is now known and established. Proposals to replace it by state civil

## CALENDAR

(Continued from page 2)

### **JULY**

1-4—NSPRA; annual meeting; Philadelphia.

1-4—NEA Dept. of Rural Education; summer meeting; Philadelphia.

7-19—NEA, Department of Classroom Teachers; 14th national conference; Newark, Delaware.

8-13—NSPRA; 4th annual seminar; New York City.

11-13—State Board of Education meeting; California State Poly, Kellogg-Voorhis Campus.

### **AUGUST**

19-24—NEA National Association of Journalism Directors; annual conference; Chicago.

25-28—CTA local presidents' seminar; Asilomar.

## *A distinguished board member defends the right of tenure*

*The Very Reverend James Morrow Malloch, D.D., has been a member of the Fresno Board of Education since 1941 and was president of the board from 1951 to 1953. The Dean's views on teacher tenure are particularly appropriate at this time, when tenure is again under attack by some segments of the public.*

*A native of Oakland, he attended schools in Napa, graduated from San Diego high school, and received his M.A. from University of California in 1920. He taught political science at San Francisco State Teachers College in 1918-19 and became assistant director of research for Berkeley public schools. He was ordained to the Episcopal ministry in 1934 and in 1937 he became dean of St. James Cathedral in Fresno. He became dean emeritus in 1955. He is a member of numerous civic and humanitarian organizations.*

service have been repeatedly rejected by educators. In principle, however, the two are the same, a fact which a committee of the Legislature recognized interestingly and critically in 1941. Teaching is a career, so is school administration, and tenure is a basic provision for quality in education.

### **Fundamental Right**

*Teacher tenure is a fundamental human right* as far as teachers are concerned. The modern world has extended its bills of rights to cover many conditions of our modern, scientifically developing age. *The Universal Declaration of Human Rights*, adopted and proclaimed by the General Assembly of the UN on December 10, 1948, affirms such rights as social security, opportunity for work, free choice of employment, favorable conditions of work, protection against unemployment, equal pay for equal work, rest and leisure, and a standard of living adequate for health and well-being. Educators have the right in the recognized modern philosophy of life and culture, to vocational satisfaction in education. Schools exist primarily for children. That is obvious. They exist secondarily, however, for teachers. That should be equally obvious.

Of course tenure laws must be progressive. They should be improved constantly as much as possible. This will take place on the state level, because education is a power reserved to the states under the 10th Amendment to the Constitution of the United States. Tenure laws should be made more uniform throughout the United States through the cooperation of the states.

The screening of prospective teachers may be improved with advancing knowledge of testing for vocational aptitude. The causes for the dismissal of permanent teachers may be more adequately and clearly defined. Procedure for appeal to higher courts or other authorities in tenure cases may be accelerated. The relationship of tenure to the exchange of teachers from school district to school district and from state to state may be made more sensible. Scientific and objective merit ratings of probationary teachers may be developed. Tenure should be extended in some fashion to school administrators and other employees as such, as well as to classroom teachers.

A very notable step in improving the whole tenure system was taken a few years ago when the CTA persuaded the State Legislature to enable a judge to request the CTA or other body of teachers to appoint a professional panel to investigate a tenure case and submit its opinion to the court. That was an up-to-date application of the fundamental principle of trial by peers, which has developed in the long history of the quest for freedom and justice, and which has long been recognized as a legal prerogative of the legal and medical professions. **The essential thing to guard against is that improvements to the tenure laws be not destruction in the guise of modification.** Tenure has been opposed more than once in the history of education in California and still puzzles many people outside the profession. Even some educators need to be reminded that the best method of teacher recruitment is teacher retention!

## I'll Not Hedge Again

**A CTA neophyte  
tells how he found  
irreplaceable values  
in active participation  
professionally.**

*William R. Johnsen*

**H**OW many of us dread the thought of each new school term because we know it means a call for more money to help support our professional organizations? Do we join merely to look "professional" in the eyes of our school administrators?

After attending my first meeting of the Central Coast Section of the California Teacher's Association, as a delegate from Monterey, I came to an understanding of what CTA has done for me.

Upon arrival at Watsonville high school, we registered, received our committee assignments, and were allowed a half an hour get-acquainted period over coffee and rolls.

At the first general session, Bob Rees, CTA field representative, delivered in the short time allotted him something of the history of CTA, its accomplishments, and its goals for the future.

If you've ever wondered why your credential takes such a long time for renewal, I found the answer in my Teacher Education committee meeting. The topic for discussion was teacher credentials, all 59 of them. It was pointed out in this meeting that a commission had been established with the purpose in mind of cutting down the number of credentials without endangering preparation. California is the only state with such a great variety of credentials.

At the luncheon table we became acquainted with fellow delegates; su-

perintendents, principals, and teachers.

It was at this time that the main business of the Section was carried on. Morning committee reports were read, discussed and passed. There was discussion over a tenure report for districts with less than 850 a.d.a., not presently covered by tenure law. This was referred to the state Tenure committee. A commission post was filled and there was a report on NEA life memberships. And so it went.

I asked myself: "How can an outside agency hope to gain control of a group of teachers as well-organized as this one?"

At subsequent meetings, my first favorable impression of the work that CTA is doing for the teachers of California has remained unchanged.

At these meetings delegates from the various local chapters come together to discuss, study, and propose plans which will help the teaching profession as a whole. Resolutions endorsed by the Section Council are then referred to the State Council, which is composed of teachers elected from within each of the Sections. At the State Council level these resolutions are further scrutinized, passed, tabled for future reference, or voted down. Thus, it can be seen that CTA is a functioning group.

To those who may have the idea that the California Teachers Association is a fairly recent addition to the California scene, it may be pointed out that the organization has been in operation for over 90 years. It was John Swett, fourth Superintendent of Public Instruction, who organized the California Educational Society in May of 1863.

In 1897 there were four separate teachers' organizations in California. Through a study set up in the early 1900's, these regional groups consolidated into the California Teachers Association. On January 16, 1907, CTA was duly incorporated.

It wasn't until 1911 that CTA established rental offices in San Francisco. In 1950 CTA purchased a seven-story building at 693 Sutter Street in San Francisco. It was also in this year that the magazine previously called the *Sierra Educational News* was renamed the *CTA Journal*.

Since its inception CTA has always striven for better schools and the maintenance of properly trained teachers to staff them. This is apparent when one examines the legislative record over a period of years to see the bills sponsored or endorsed by CTA for the

# HOW TO RETIRE

*Leo Reynolds describes simple procedure before retirement begins*

**A** TEACHER approaching retirement age has many problems, some delightful to contemplate and some more troublesome. It's not necessarily an automatic transition, moving from classroom duties to the carefree leisure of retirement.

Leo J. Reynolds, executive officer of the State Teachers' Retirement System, points out that the retiree has a few personal responsibilities before he cleans out his desk and signs his last register.

First responsibility is to check the service record. All service must be verified. Normally, service will fall into

betterment of California schools. Legislators have said that CTA is the most powerful lobby in the State Capitol. Under the leadership of Robert McKay, these bills have been moderate, reflecting the urgency of the times, have been arrived at democratically, and have been preceded by careful research and study.

Through legislative action, CTA has brought about a minimum salary schedule, promoted a system of tenure, brought about a retirement system said by some to be unmatched in any other state, supported or sponsored programs for increased state aid for schools, provided reduced insurance plans for home, car, life, and salary; maintains a placement office in San Francisco for CTA members, and has been instrumental in setting up a purchasing service in San Francisco where one may secure a variety of merchandise at reduced costs.

The staff of CTA has continued to grow in order to meet the ever-increasing demands of California teachers for service. It is not unreasonable to assume that these services require additional money in the form of increased dues.

All of us abhor bills, particularly those where we cannot see concrete evidence of service rendered. To the more than 90,000 members of the California Teacher's Association, full service is being rendered.

I'll not hedge on my dues again.

two categories, which Reynolds defines in this way:

1) Out-of-state service rendered before July 1, 1944, by a person who was a member of the retirement system on June 30 of that year.

2) California teaching service rendered after July 1, 1935, on which no contributions were paid. This service will generally fall within the category of substitute teaching or creditable service with state colleges or the State University, rendered while in a non-membership status.

Before the retiree buys a steamer ticket to Hawaii or packs his best trout flies for a fishing trip, he should write a letter to the State Teachers' Retirement System, 6th floor of the Education Building, 721 Capitol Avenue, Sacramento 14. The letter should state (at least four months before intended retirement date) his intention to retire and request the necessary forms.

The retirement office will furnish the necessary application form, as well as pertinent documents which may be required. The formal application must be executed more than 90 days before the effective retirement date. It must be returned to the Sacramento office before the close of the month in which the retirement is to commence.

At the time the member files his application, he may request information regarding options. If he wishes to select an option in advance, he may state it in his original letter, detailing the option selected, as well as the name, relationship, and birth date of the beneficiary.

The signature of such a letter must be witnessed by an individual other than the beneficiary. Such an advance election will protect the member in the event his death should occur within 30 days such informal election is filed, after his date of retirement.

It's as simple as that. But Reynolds points out that many teachers approaching retirement neglect to take care of this simple procedure, which sometimes causes delay and unnecessary correspondence.



## Teachers to Be Honored By Special Stamp

America's teachers will be saluted by a commemorative three-cent stamp which will be placed on sale July 1. On that day a special postoffice will be set up at the NEA convention site in Philadelphia, where delegates will be celebrating the first 100 years of the organized teaching profession in the United States. Postmasters over the nation will have the stamp available the next day.

Pictured on the stamp will be an attractive young woman teacher with a boy and a girl, studying a global world map. The wording "Honoring the teachers of America" is arranged in two lines at the top of the horizontal stamp.

To obtain first day cancellations, stamp collectors can send self-addressed envelopes in advance to Postmaster, Philadelphia 1, Pa., enclosing the exact amount of money for the stamps wanted. Outside envelope should be endorsed "First day covers"; up to ten envelopes can be sent in one packet at one time.

## Composite Picture of American Teacher Seen in Revealing NEA Survey

Teachers, as a group, represent a highly responsible civic and political force. In the most recent elections—which for many were local elections—86 percent voted. This is one-third higher than the national voting record for the 1952 presidential election.

A complete composite picture of the American teacher was revealed last month in a 74-page survey report published by NEA Research titled *The Status of the American Public School Teacher*. Here are some additional "average" facts:

Women make up 72.5 percent of the teaching force, while men number 27.5 percent. The median age for women is 45.5 years; for men, 35.4 years. The falling off of men in upper age groups is attributed, to a great extent, to the attraction of other occupations.

The majority of teachers of both sexes are married. Of the women, 54 percent are married—approximately the same as the percentage of married women in the general labor force. Of the men, 87.7 percent are married.

## S. F. Teachers Study Future of Aviation

San Francisco teachers, in cooperation with the Chamber of Commerce, have been participating in a 15-week in-service program on aviation. Coordinated by William Hecht of United Airlines, lectures have centered on the theme "Jet Air Transportation and You." Specialists have spoken on air safety, airframes, power plants, rockets, and atomic energy.

Believed to be the first program of its kind in the U.S., 225 teachers registered for the series and attendance has averaged over 175 a week. Lectures are held at Anza School every Wednesday from 4 to 6 p.m. Last session will be June 19. Concluding meetings will feature the future of aviation and its effect on school curriculum.

NOT BY CHANCE is the title of a new NEA-sponsored film, companion to "What Greater Gift," the recruitment film released several years ago. The half-hour film, to be previewed at NEA convention this summer, will be available through CTA this fall. It is the story of Donna, a college student, who prepares for a dreamed-of career in teaching.

## Ardella Tibby to Retire After 23 Years in Compton

Ardella B. Tibby, superintendent of Compton city schools for 23 years, will resign her position and retire on July 1.

Mrs. Tibby was elected superintendent

of Compton city schools soon after the earthquake in 1933, when existing school plants were destroyed and children were housed in tents. In rebuilding the schools, she became expert in school plant construction. Nine additional schools have been erected during her term of office with a tenth now under construction—a total of 20 schools.



ARDELLA  
TIBBY

Mrs. Tibby has been instrumental in establishing a new era of school construction. Drab, uninteresting buildings have been replaced by colorful, attractive, yet inexpensive, structures. Districts over the state followed her leadership in the trend toward modern school architecture.

Mrs. Tibby is known throughout the nation as an authority on school finance. Through her efforts, the Compton city school district has received approximately \$9,500,000 in federal and state funds for operation of the schools during her tenure with the district.

In 1934, her first year as superintendent, the enrollment was 2300. At the present time, there are 13,350 pupils, an increase of 11,050. The number of employees has increased from 87 to 657; the operating budget from \$253,700 to \$4,294,000. The cost per pupil has remained, throughout the years, one of the lowest in the state.

Prior to her present position, Mrs. Tibby had served as assistant superintendent of Compton secondary schools, dean of women at Compton College, principal of Compton junior high school, and president of the board of education at Venice.

Her son, Dr. Richard B. Tibby, is professor of anatomy at the dental clinic at USC. She has two married daughters and four grandchildren.

The Committee on Revision of the  
Credential Structure in California  
reports that we can . . .

# Streamline the Credentials System

*Will it be possible to establish four  
credentials to replace the 59 varieties  
we now have? This committee thinks so.*

**F**OUR credentials, two for teaching, one for pupil personnel work, and another for the administration-supervision function, could replace the present fifty-nine varieties in California's complex system of credentialing for public school service. Such a new, streamlined system may become reality if the state and the profession can accept recommendations of the 14-member Committee on Revision of the Credential Structure. Two years of study by the Committee resulted in a near-final report presented to the California Council on Teacher Education at its April meeting. A report meeting with the State Superintendent of Public Instruction is scheduled for May.

Widespread circulation of its report is urged by the Committee so that those affected by the recommendations may study and react to them. The complete report details sources of inadequacy in the state's present certification system. Considerable attention is given to underlying principles and assumptions on which suggested revisions are based.

By definition, the Committee limits credentials to those persons "who have been selected, screened, and educated for the profession by an approved teacher education institution." For persons whose preparation is outside the field of professional education the Committee recommends the issuance of certificates. The following statements represent many, but by no means all, of the recommendations contained in

the report. Complete reports are available from the office of the CTA Commission on Teacher Education, San Francisco, and also from the secretary of the California Council on Teacher Education, State Department of Education, Sacramento.

## The Four Credential System

The Committee believes that basically there are four distinct professional level functions to be performed in public education, and that each of these four functions requires the services of a group of professionally trained personnel. These functions are (1) the general teaching function, (2) the vocational teaching function, (3) the pupil personnel function, and (4) the advanced leadership function.

Persons performing the general teaching function must be masters of content fields and have mastered the art and science of working with students in learning situations. Persons performing the vocational teaching function must be experienced journeymen in their trade and also must be skilled in the techniques of teaching their specialty to high school and junior college age students. Persons performing the pupil personnel function, in addition to having experienced successfully the teaching function, must be specialists in working primarily with individuals. Persons performing the advanced leadership function, in addition to having experienced successfully the teaching function, must be experts in

the administrative and supervisory aspects of public education.

With these definitions of functions in mind, the Committee proposes four credentials: General Teaching, Vocational Teaching, Pupil Personnel, and Administration-Supervision.

Under this proposed concept, each member of the profession has the choice of continuing to specialize in the teaching function or become a specialist in either the pupil personnel or advanced leadership function.

The idea of a single teaching credential for general instruction is based on the belief that:

1. Each teacher, in common with all other teachers, must have a *similar core* of academic and professional knowledge and understanding.
2. Each teacher, in addition, should have started toward the attainment of knowledge in a teachable content area or areas of his own interest, and have started toward becoming a specialist in understanding a particular age-group of students.

Theoretically these ideas could be accomplished with several teaching credentials, but the committee believes that it is *more likely* that these ideas can be achieved for all instruction if only one license is established.

**General Teaching Credential:** This credential should authorize teaching service in the kindergarten through the junior college in all subject fields, and the teaching of exceptional children. The credential

should (a) require areas of preparation common to all teachers, (b) offer opportunities to master content fields (similar to the arrangement of majors and minors in the present secondary credential), and (c) provide the beginning of the development of specialization in some age group.

Areas of preparation common to all should include a core of liberal education, psychological foundations of education, and sociological foundations of education.

Areas of major-minor preparation should include any subject field commonly taught in California elementary and secondary schools. Three minors should substitute for a major and a minor.

Professional areas of specialization should include elementary education, secondary education, junior college education, and education of exceptional children.

Appropriate professional theory in curriculum, materials, and techniques of instruction should be integrated with laboratory experiences involving the applicant's major-minor field and his age-group interest.

The general teaching credential should encompass five years of collegiate preparation, with the alternative for the candidate at the end of his fourth collegiate year (bachelor's degree), of electing either to continue a fifth year of preparation or to begin teaching and complete the equivalent of his fifth year of preparation within the ensuing five years.

Those electing to teach upon receipt of the bachelor's degree would be issued the general teaching credential on an internship basis subject to renewal requirements until the equivalent of the fifth year was completed. Then he would be issued a permanent credential valid for his professional life.

**Vocational Teaching Credential.** This credential should be based upon the number of years of experience required for journeyman status in a particular trade, plus a year of professional preparation designed to develop skill and understanding of teaching the trade. Authorization should state that the holder is qualified to teach vocational education in secondary schools.

**Pupil Personnel Credential.** This credential should include a common core of preparation over the entire area of pupil personnel work. It should be based upon successful teaching experience with opportunities for majors in the fields of psychometry, psychology, school social work, and child welfare and attendance. Authorization should be for rendering pupil personnel services.

**Administration-Supervision Credential.** This credential should be based upon possession of the general teaching credential. It should require a year of graduate work designed to prepare a teacher to function in the role of a supervisor or administrator of either instructional or non-instructional services. The authorization for service should be general, leaving specific assignments to employing boards of education.

**Certificates to be Authorized.** The Committee recommends that the State Board of Education supplement the system of four credentials by the issuance of certificates for the services of persons whose preparation has been outside the field of professional education. Adult education teachers and teachers of R.O.T.C. not eligible for the general teaching credential should be issued an

adult education certificate. Professionally prepared personnel currently licensed by an appropriate state agency whose services are essential to instruction in the public schools, and who are not involved in teaching should be granted a certificate.

**Credentials by Direct Application.** The Committee believes that some matters connected with direct application for credentials could be improved immediately without waiting for a revision of the total credential structure. It is recommended that verification of a credential candidate's personal and physical fitness must be submitted by the executive head of teacher education departments in all cases of direct application. In addition, the verification should indicate that the applicant has met minimum state professional requirements. When the candidate has not been enrolled in a given institution long enough to justify such a recommendation the Committee recommends

that the executive head be given the responsibility of securing needed information from the institutions previously attended by the candidate. The Committee suggests that candidates should have the right of appeal to the State Board of Education if the institution attended does not respond to requests within a period of sixty days.

In the case of out-of-state institutions not approved by the National Council for Accreditation of Teacher Education but having regional accreditation, the state Credentials Office shall review the preparation of the candidate. This requirement is in addition to the required verification suggested above.

The Committee anticipates widespread discussion of its report. Final action by the California Council on Teacher Education is expected at its fall meeting.

—CHARLES E. HAMILTON

SECY., CTA TEACHER EDUCATION COMMISSION.

## COUNCIL ACTS ON LEGISLATION . . .

(Continued from page 9)

sponsor legislation to clarify procedure in which resignations of certificated personnel are tendered and accepted. The Council also supported the committee's recommendation that the CTA vigorously oppose AB 3174. This bill, similar to AB 1727, proposes that no organization which is financed in whole or in part by supervisory or administrative employees may negotiate with governing boards for employee rights and privileges.

### Nurses' Salaries

The continuing work of the Salary Schedules and Trends Committee was reported by L. Donald Davis, chairman. Council approved his recommendation that the Salary Policy Statement be amended to provide for the suggestion of the California School Nurses Organization, inserting "Certificated public school nurses with training and experience equivalent to that required of teachers should be placed with reference to their individual training and experience on the teachers' salary schedule of the district."

### Merit Rating Code

The salary committee also recommended to the Council and it adopted the merit-rating statement as it appeared in the January 1957 edition of *CTA Journal*. The statement will now

appear as a supplement to the salary policy statement.

J. Allen Hodges, chairman of the Retirement committee, submitted a long list of legislative bills on which the committee had requested CTA position. The Council voted support on AB 2908 which would increase the death benefit. Other retirement bills which received Council approval included: AB 1240, SB 1722, SB 612, SB 614, SB 615, SB 616, AB 733, AB 734, SB 2241, SB 2076 and SB 613.

### Retirement Bills

Disapproval was indicated on AB 496 and AB 1381, SB 4134, SB 1639, SB 2151, AB 1554, and AB 2661. Opposition was also indicated for SB 1664, which would have provided for opening of all meetings and records of State Teachers Retirement System to the public.

Council re-emphasized its position in resisting all efforts to extend retirement coverage for service other than teaching service in public schools, state institutions, state colleges and universities. If the legislature amends the law to include out-of-state service not already credited, further study will be given to teaching service in the employment of the federal government and in armed forces installations. The Council approved the committee's urgent request that support be given to the restoration of a budget item for



the study of out-of-state service credit. The present CTA position is to support legislation providing funds to conduct a study of the costs extending out-of-state service credit.

Congressman Cecil King of Fresno was commended by Paul Ehret, chairman of the Financing Public Education committee, for his support of HR 4662. The Council endorsed the committee's recommendation that CTA members be invited to write Congressman King, expressing their appreciation of the Congressman's support. HR 4662 provides for income tax exemption for professional expenses of teachers.

Ehret requested Council support of AB 858, which would allow the state department of education to simplify attendance accounting procedures. The Council voted support. He also asked disapproval of AB 2243 because the bill as now written, providing for payment of junior high school tuition, may work a hardship on districts which have not voted to exceed the 90c tax rate.

#### Senator Talks

Senator Nelson Dilworth of Hemet met with the committee on Financing Public Education to discuss current and long range plans for the state school aid building program and problems of state support for the public schools.

The Legislative committee, chaired by President Jack Rees, met during the day and again far into the night Friday. It heard recommendations submitted by other committees and suggestions coming from Sections.

#### Bills Approved

The Council voted approval of two additional bills recommended by the committee: AB 3299 would delete an objectionable section from the Education Code requiring that election be held in a district where a school building is in an area being excluded. AB 4088 would remove a penalty if prescribed text books are not being used.

Opposition was voted by the Council on the following new bills submitted by the committee: SB 918, SB 1547, AB 2460, AB 2461, AB 2462, AB 2623 and AB 3174.

SB 867 will be amended to provide for salary deduction for professional dues, deleting the operative date, a CTA sponsored bill. SB 1255 will be the designation of legislation to carry out the intent of CTA sponsored policy granting maternity leave.

President Rees opened the Council meeting Friday morning by introducing

representatives of 18 affiliates and associates.

Dr. Frank Wright, Assistant Superintendent of Public Instruction, spoke at the opening session, describing "the most hectic and complex legislative session" in his experience with the state department. He said not a single section of the Education Code had remained untouched by the mass of bills submitted. He commended the California Teachers Association for its influence in Sacramento and paid special tribute to Arthur Corey and Bob McKay for the physical and mental sacrifices they make on behalf of the teachers of California. He said the Department now believes that the CTA sponsored legislation for \$70 million is entirely defensible and feasible.

Mrs. Martha Snowden, vice president of the California Congress of Parents and Teachers, brought greetings. She said the PTA is a volunteer group with a variety of background and urged that teachers help PTA units to their full responsibility. She said that the million and one-half members of PTA in California stand ready to work cooperatively on issues involving public education.

Mrs. Helen Putnam, second vice president of the California School Boards Association, brought greetings on behalf of her organization. She spoke of the value of understanding other's opinions. She described the members of CSBA as legal guardians of the schools, subject to community point of view and pressure.

President Jack Rees, in bringing his annual message to the Council, pointed out that teachers are indispensable and they are the only persons in our society who can train leaders of industry and the professions.

He listed six major challenges which stand before public education in California:

- 1) An adequate state apportionment program for the support of the schools.
  - 2) A sound and permanent basis for school construction.
  - 3) Professional standards must be improved.
  - 4) We must interpret the school program more adequately.
  - 5) We must meet the challenge of equal educational opportunity.
  - 6) We must define the school program for the financing of all school service.
- JWM

## Orienting A New Teacher

*Walter T. Petty*

SCHOOL officials have become increasingly aware of the necessity of better orienting new teachers into their school systems if these teachers are to give efficient and effective service. In realization of this need many school systems have developed elaborate orientation programs.

Much has been written on the subject of orientation. Various educators have suggested numerous "get-acquainted" activities in which schools might engage. Activities concerned with informing the new teacher of the philosophy held by the school system, various details of school management, and an insight into the community are the

principal aspects of most suggested orientation programs.

Some orientation programs may often confuse rather than help the new teacher. Too often, he or she is met by a barrage of details regarding the operation of the school system, minutia forgotten. The new teacher must later turn to an established teacher for a repetition of these details. In many cases, he may be hesitant about asking for such help and some aspects may well be neglected.

Most school officials are concerned with informing new teachers of the prevailing philosophy in the operation of their system. Frequently this is done as a part of the orientation program when actually such a procedure is tardy, since the teachers are already employed. Certainly a new teacher

*Dr. Petty is assistant professor of education at Sacramento state college.*

should know the basis for the operation of the school, but best practice indicates that a teacher candidate should be informed of the philosophy of the school system before employment rather than after. On the other hand, few school officials make an attempt after employment—and sometimes not before—to determine the personal educational philosophy of the new teacher. The new teacher is apparently supposed to fit into the funnel of the established philosophy. Is this what really happens? Don't we as individuals act and teach within the framework of our own beliefs? Certainly we do, and by spending an undue amount of time presenting the established philosophy as a part of the program of orientation we may well be fostering resentment against that philosophy. Perhaps we should attempt less indoctrination and giving of philosophic direction and instead spend more time trying to know our new teachers better.

### What Do We Want?

What is it that most of us want in our present jobs or when we go to new positions? Do we want lengthy lists of things we should do—rules we should follow? Do we want to be told what we should believe? It seems to me that basically we want two things. These, I believe, are: success in the new position and the feeling that we are accepted as professional persons by those with whom we are associated. Therefore, if these are the two basic desires of most of us, aren't they also the desires of new teachers?

Showing the new teacher around the school and the community, reciting the school's philosophy, and detailing the facts of operation do not give the new teacher a feeling of acceptance or success. In fact, they may tend to point out to him how much he has to learn before he will be considered a part of the new system. Certainly, these things can be done in a friendly manner and to a degree may show the new teacher that he is welcome. But more positive measures showing acceptance can and should be made.

The new teacher should receive enthusiastic and friendly greetings from individual teachers, administrators, board members, and people of the community, not just from the members of a committee assigned for that purpose. Offers of assistance should be made, both at the time of greeting and later. These should be real offers—

offers which are sincere and which are intended to be of help in regard to specific needs. The new teacher should be asked if he needs anything; he should be asked what he wants to know about the school—its philosophy, the community, etc. The emphasis should be upon him and his needs and answering his questions and requests—as they occur. This procedure isn't forcing the new teacher. It isn't crowding him with an overwhelming deluge of orientation facts. It assures him that he is welcome, that he is accepted as an individual and is regarded as a competent person for the teaching position. This is a personal approach—a personal approach by teachers, administrators, and all others with whom he comes in contact. It is not mechanized. It is warm, sincere, and professional.

The new teacher needs to feel success in his new job in order to actually be a success. This means that he will need to be helped in matters that to him indicate success. This has little to do with making reports, learning about the philosophy, or many of the other elements of typical orientation programs. A teacher feels success in his teaching if his pupils and his fellow teachers regard him as a good teacher. Doesn't this mean that the new teacher

must be helped in the area of classroom organization and management?

Any teacher who is successful must be effective in matters of discipline, class organization, and planning for teaching. We can help the new teacher in these areas by making available information concerning the interests and backgrounds of the pupils whom he will be teaching. We can perhaps give the new teacher some tips on discipline. We can help with lesson plans. We can see that he has adequate teaching supplies and equipment to do a successful job. These things again must be done on a personal and professional basis. They must be done with respect to his education and abilities and with sincerity of purpose.

Considering these elements of success and acceptance, then, and the personal approach necessary for their accomplishment, shouldn't we take a second look at some of our formalized orientation programs? Our orientation programs should be placed on a personal basis—a basis of sincerity and honest interest in the new teacher as a person, as one who is competent and trained, and not as another cog in the wheel being oiled by the collective hand of an orientation program committee.



NEA EDUCATION CENTER, the \$7,000,000 headquarters of the National Education Association, will appear like this artist's conception when completed next year. Construction of the three-section center began in 1953 and the third and final section is now under construction. In 1919 the NEA bought the old Guggenheim Mansion at the corner of sixteenth and M Streets N.W. in Washington, D. C. In recent years it purchased the Martinique Hotel next door, an apartment building, a small office building, and a converted garage to extend the property on two streets for the Center site. It was for this building fund that more than 2800 Californians enrolled in NEA Life Memberships at \$150 each. In addition pledges and cash donations amounting to \$3832 went from this state into the building fund.

# Our Role in Teaching Moral and Spiritual Values

Ray M. Imbler

THE parson in a small mountain community was preaching fervently against the common sins—ranging from drinking to simple crapshooting. As he touched on each of these sins, a devout old lady swayed and rocked in her pew exclaiming “Hallelujah, Amen.”

Suddenly he switched to the sin of snuff dipping. Just as suddenly the old lady stopped her swaying and sat bolt upright. She also stopped murmuring. However, she was heard to say, “Now he’s stopped preachin’ and took to meddlin’.”

Frequently we have heard that the public schools are neglecting the teaching of moral and spiritual values, which may cause some of us to feel just like the old lady. However, regardless of our inclinations, we must stop and examine those criticisms.

Let us examine these words “moral and spiritual values” which are so frequently in print when the deviations of American youth are discussed. To determine a value involves the process of making a choice as a result of forming a judgment. For a youngster, it may involve the decision on whether to report a dishonest act of a classmate or to remain loyal to his peer group. Values not only set the ends of living and give direction to experience, but they also furnish the motivation to action.

## Pressures on Youth

John Dewey once said that “moral” refers to the best possible relationships that can exist between people. Potentially, this includes all of our acts.

For the individual, there seems to be two periods of moral growth. The first might be termed the “impressed” period of development. During the early years, the child’s conformance to group standards and codes is brought about by pressures from without himself. This includes parents, teachers, Sunday school, policemen, and his peer group.

The second period might be labeled as the “expressed” period. This is with him the balance of his life. Conformity to social standards and codes of right conduct are a result of pressures arising from within as to which of the values he should choose to follow. This is the end result of all teachings or learnings gained during his daily living with all the individuals and social agencies.

Spiritual values are very closely intertwined with those that we have called moral or social. Each of us lives in two worlds. The immediate or “outer” is one in which we see, hear, speak, and act as we go about our daily living. It is here that our values can be objectively observed through their implementation in behaviors.

## Find “Inner World”

The second or “inner” world contains our hopes, fears, attitudes, beliefs, loves, secret ideals, hopes, and appreciations. It is from here that our conduct emerges. It is this “inner” world that determines the intensity of our convictions. It is this “inner” world or self that determines the extent of our love of family, our appreciation of a true friendship, or our enjoyment of a beautiful sunset. The effort and extent we make in relating these two worlds (moral and spiritual) determines the religious quality of our living.

The role of the school is to develop and strengthen the abilities of the child in making a correct choice to a situation because of a self-chosen belief. The learning of mottos, moral preachment, or the imposing of adult standards upon youth are not ways of reaching the goal of choice due to “inner conviction.”

The teaching of these values in the school situation do not call for rearrang-

ing the school program, establishing a new class, or the introduction of a new department. These values are everywhere in the school community and curriculum. They require only to be discovered, identified, and brought into effective use in the interpretation, direction, and motivation of “real life” situations.

Problems that arise in the “real life” situation of the child provide excellent opportunities: (1) The individual or group will be working on problems that have grown out of their own experiences and are of common concern; (2) The group, working on problems of cooperative group living and improvement of the common good will gain an experience of a religious quality.

As the group proceeds in working, planning and organizing, students will find certain values that conflict. Here children will need help in interpreting what is at stake. Here the teacher can aid in developing value judgment and understanding.

## A Plan to Use

To carry out this role of developing value judgment and understanding, the public school must formulate a program that has the approval and conviction of everyone participating. This does not preclude the making of changes as the program progresses. We might suggest the following steps in setting up such a program.

*First.* Establish the list of behaviors or values that you wish to develop as standards in our society.

*Second.* Each teacher should make a very careful self-evaluation as to his own personal preferences or prejudices regarding this list of objectives. Otherwise some objectives may be worked overtime while others become so incidental as to be purely “accidental” in the daily teaching.

*Third.* Select for immediate attention those values that seem to be the most needed in your immediate school classroom situation. The chief danger here is that you may neglect to return to the balance of the list you selected.

*Fourth.* Determine the subject method, materials, and aids you feel will be the most appropriate. This does not preclude taking advantage of situations as they arise, or subtly cresting a problem. Then “strike while the iron is hot.”

*Finally.* Be consistent in your pro-

(Continued to page 34)

Dr. Imbler is principal of Parkside elementary school in San Bruno.



*The talent of Jack Potter's brush visits a pleasant home overlooking famous Diamond Head.*



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gram for teaching these values. Plan your work and *work* your plan. Be constantly on the alert for opportunities to teach value judgment. Above all, make it obvious to your students that the ethical conduct is an "around the clock" way of living. Someone is always evaluating and measuring each of us as we go through life.

It is also important that children understand life as a constant process of

determining values based on the choices they have made. Parents and teachers can not go with them as they go on their own.

Miss Murphy was teaching her second grade the Twenty-Third Psalm. When she thought it had been mastered, she asked the class to repeat it in unison. She detected a discrepancy in the words, so she took each child and listened to him. Finally she found

one little fellow who was concluding his version with this line: "And surely good Miss Murphy will follow me all the days of my life."

Obviously, the child had formed an erroneous value judgment. We may reasonably expect that "good Miss Murphy" will be remembered as one who gave this little fellow a sense of security and adequacy in this, as well as numerous other situations. The child made a choice based on the value he had chosen. The decisions he will make through life may depend in large measure on teacher awareness of incidents which direct personal conviction.



**NEW HORIZONS**  
a suggestion  
we hope proves helpful

by Mildred Frey Borton

Here's successful way this Kalamazoo teacher used the community resources at her door to bring to her 2nd graders a meaningful, rich, learning experience. It is a new slant on effective cooperation between child, parent, school.

## What my Daddy Does

Digest of article by Mildred F. Borton, Kalamazoo Public Schools, in Michigan Education Journal. A unit developed in cooperation with National Joint Council on Economic Education.

**The theme**—Our Parents Help Our Community—is adaptable for any grade. Research takes children where parents work; brings parents to school. After 4 months, climax came with pot-luck supper for parents, at school.

**At pot-luck supper**, parents saw photos of selves on-the-job (taken by teacher); listened to tape-recording of own child tell about importance of my daddy or my mother's work; given book of stories by child, called "Our Parents Help Our Community."

**Parents** were busy doing many things for family and community. There were salesmen, a postman, truck drivers, a riveter (a mother), a printer . . . Parents made paper, boilers, reels, cornflakes, steel, furniture and transmissions.

**The children** learned from looking, listening, speaking, reading. Noted in a vital experience: "I can spell machine. My daddy works one." Sentences on classroom chart grew into stories; stories into book. Artists drew mural with reality; parents spotted selves.



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## CTA Has 526 Local Charters

CTA now has 526 affiliated local chartered associations in California, with six more to be confirmed by the Board of Directors this month. Five years ago this month there were only 281 chartered associations.

Local units added since the *Journal* published the last approvals include:

514 Ceres Union High School Teachers Association, Ceres, Stanislaus county.

515 San Mateo County Office Chapter, Redwood City, San Mateo county.

516 Red Bluff Elementary School Faculty Club, Red Bluff, Tehama county.

517 Brea Elementary Teachers Club, Brea, Orange county.

518 Chaffey College Teachers Association, Ontario, San Bernardino county.

519 Orosi Elementary Teachers Association, Orosi, Tulare county.

520 College of the Sequoias Teachers Association, Visalia, Tulare county.

521 Teachers' Association of the Soquel Union School District, Soquel, Santa Cruz county.

522 Coastline Teachers Association, Cambria, Cayucos, Morro Bay, and Sunnyside, San Luis Obispo county.

523 SUHS Teachers Association, Salinas, Monterey county.

524 Classroom Teachers Association of Marysville Union High School, Marysville, Yuba county.

525 Las Virgenes-Topanga California Teachers Association, Topanga, Los Angeles county.

526 Linda District Education Association, Yuba county.

# What I'd like to know is—

Professional questions  
answered by  
**HARRY A. FOSDICK**  
Secretary of CTA Personnel  
Standards Commission

## Confidentially

**Q.** Is it accepted policy for local school board members to require a personal report on the qualifications of training and experience and many personal matters of teachers in their district such as I am enclosing? Is this an ethical procedure? Or is this the confidential business of the principal they hired to conduct the administrative duties of the school? Do teachers have the authority to request that their personal files be kept in the principal's office only?

**Ans.** The information requested on the form enclosed in your letter is similar to that used in the personnel files of many districts or included in district application forms. Such files usually are available to the governing board as a whole, but not to individual members unless the board has granted one member special authority to review the personnel folders.

If teachers were requested by an individual board member to supply this

information, the request would be beyond his authority as a board member. Even though it were requested by the total board, some individual members might violate the confidential nature of the personnel file. However, I can see no way in which the employing authority could be denied access to this

information. Even the principal is entitled to collect or use such information only as the board's administrative agent.

## Army Service

**Q.** I've taught in California schools since 1934 except for two years (1942-44) when I was employed as a civilian instructor for an Army flying school. I've read recently of other allowances made under similar conditions and now believe I was entitled to keep my re-

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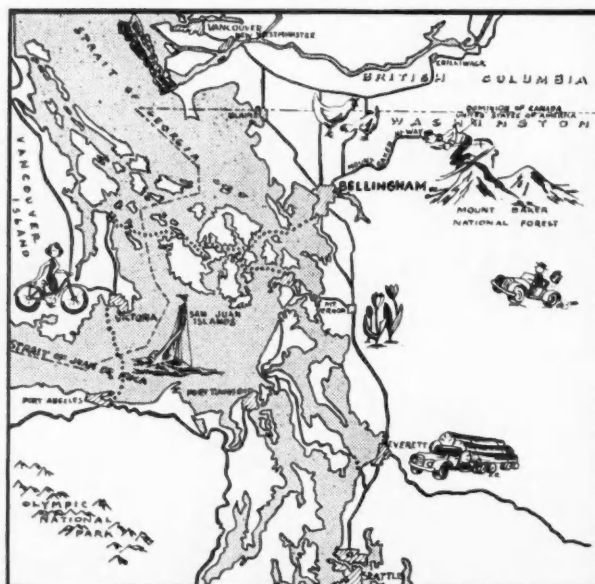
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Ans. Our retirement experts inform  
me that your employment as a civilian  
instructor for the Army cannot be  
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California State Teachers Retirement  
System. If you do know of people who  
have received credit for such service,  
it would be well for you to communi-  
cate directly with the State Teachers  
Retirement Board, Sacramento.

You may be interested in knowing  
that the CTA State Retirement com-  
mittee is recommending that such  
service in the employ of the federal  
government be credited for California  
retirement at any time that the law is  
amended by the legislature to include  
out-of-state teaching service after 1944.

### Return to Tenure

Q. Due to forced economies, our dis-  
trict is eliminating, at least temporarily,  
many special services. This involves my  
position, in which I earned permanent  
classification nearly ten years ago. I  
have been told that the district cannot  
employ anyone in my type of work  
within the next 39 months without first  
offering the opening to me since I am  
the senior member of the staff being  
released. If I should obtain a similar  
position in another school district,  
would I thereby relinquish my right to  
first call in my present district?

Ans. Accepting a position in another  
district would in no way jeopardize  
your tenure rights in your present dis-  
trict. You would retain your right to  
priority for reinstatement whenever a  
vacancy in your field occurs in the dis-  
trict where you hold permanent status.  
This right is retained for 39 months  
after the expiration of your present con-  
tract.

### Mental Health

Q. In this, my husband's first year of  
teaching, he was assigned four different  
high school subjects, taught in four dif-  
ferent rooms each day, and was given  
the added assignment of assistant foot-  
ball coach and coordinator of TV and  
radio programs. The strain of this  
schedule led to a nervous breakdown.  
A week later he was notified by tele-  
phone that the district had withdrawn  
its certificate of need on the basis of

which his provisional credential was pending. Consequently he was relieved from duty, even though he is being replaced by another provisionally credentialed teacher. What is the responsibility of school systems for the mental health of their teachers? Has my husband lost his future in education?

Ans. There are many facets of the story you related which are a bit puzzling. First I shall attempt to answer your questions, and then raise a few myself.

It would be difficult to state that an employing district could be held responsible for the mental health of its employees, since an assignment which could be handled by some without damage would be overwhelming to others. What your husband experienced in assignment and load was once rather typical of what occurred to new teachers in high schools. Fortunately, these practices are frowned upon in most school districts and are becoming comparatively rare.

Most authorities on school administration would agree that the district does have an obligation to make every effort to assist a new teacher toward success in his job. Four separate preparations and two time-consuming extra-curricular activities represents what some of us term "programming for failure." Except in small, rural high schools, I can see no excuse for inflicting such

a schedule on a new teacher, and even there the school might be accused of attempting to offer more than it is prepared to give in the way of an educational and activities program. Either that, or senior teachers are being permitted to take the easy schedules while new people are saddled with the heavy load.

I see no particular reason why your husband should consider that he has lost his future in education, though it may be necessary for him to return to school to qualify for a regular credential before he makes a second try.

What I can't understand is how his contract could be so easily broken. From your description, I presume he was serving on a 60-day temporary county certificate pending issuance of his provisional credential. Since the district deliberately prevented his obtaining that credential, it appears to me that legal action could have forestalled this course. At least I would have liked to challenge the procedure when it occurred. If this can happen, the CTA should be interested in legislative action to plug the loophole.

It normally would be considered an ethical obligation of the administration to readjust the teacher's program as much as possible and give him every possible assistance to achieve success in his first year. Judging solely by the information you supplied, I would say your husband received much less than normal consideration.

## COWRIES ARE MONEY: an odd fact of finance!



The walnut-sized cowry sea shell was once an international currency, used in travel and trade the world over. Now it takes cash to vacation and travel.



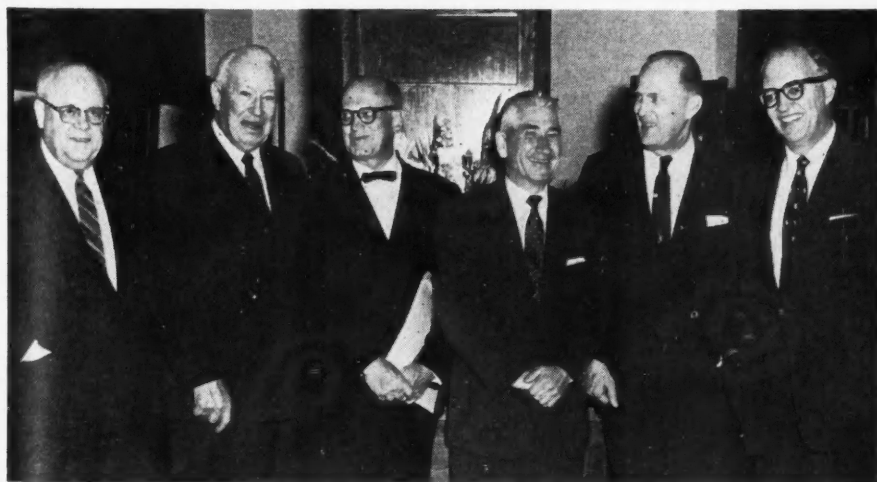
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After delivering the John Adams Lecture at UCLA on March 27, Dr. Howard E. Wilson was congratulated by leading California educators. Dr. Wilson, executive secretary of the NEA-AASA Commission on Educational Policies, will become dean of the School of Education at UCLA on July 1. Left to right: Dr. Ellis A. Jarvis, Los Angeles City superintendent of schools; Dr. Edwin A. Lee, who will retire as dean; Dr. Wilson; Dr. David F. Jackey, dean of Applied Arts College, UCLA; Dr. C. C. Trillingham, superintendent of Los Angeles county schools; and Dr. Raymond B. Allen, UCLA chancellor.

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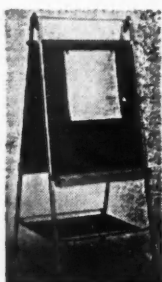
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**TEACHER WITH SWORD**—On a coast-to-coast telecast March 14, Dr. Gordon Warner gave an exhibition of Kendo, a form of Japanese sword fighting. Dave Garroway, host on NBC's TODAY program, also interviewed the Long Beach State College professor of education, found out how he had lived in Japan before World War II, had lost a leg fighting the Japanese while serving as a lieutenant colonel with the U. S. Marines, and had been invited to tour Japan last year as honored guest and the first non-Japanese ever to hold a degree in Kendo. Dr. Warner is a former counselor with the Veterans Administration, and taught in the Oakland public schools for several years before joining Long Beach State College.—NBC Photo.

## LETTERS

*from our readers*

### Voluntary Education after 14

At one time California legislators felt that the most effective way to guarantee universal education was to require all children to attend school until they are 18 years of age. For all practical purposes this goal has been accomplished. Today, the law which forces a child to stay in school until he is 18 has a detrimental effect on the school system. Although new problems would arise if the age limit were lower-

ed, several considerable advantages might result.

First: More teachers would stay in the profession if they could teach students who were in school by choice.

Second: The school could give up one job that it has performed in a miserable fashion—serving as a prison. Its walls are not high enough, the cells are too crowded, the windows are usually not barred, and the guards are too well paid.

Third: If students had to qualify in order to stay in school, they might appreciate their teachers more (and the teachers appreciate the students more), they might be more interested in the welfare of the school plant, and the



high school diploma may once again have meaning.

Fourth: We encourage teen-agers to make their own decisions. Why not let them make decisions on matters that are significant to them?

Fifth: Borderline discipline problems may decide on which side of the border they want to be.

Sixth: Guidance workers would have a new role. They would have something to offer a student and his family which they would be free to accept or reject.

Relatively few young people would leave school. Those that do leave because they could not adjust to school might find acceptance on a few jobs where they feel they are doing something worthwhile. But for most teen-agers the high school is much more than a training institution. It would be hard to "belong" to a peer group that would really satisfy normal social needs outside the high school.

If a young person decides after a few years absence that an education is necessary, the night schools and junior colleges allow a person to start again.

JAMES C. HACKLER  
LOMA VISTA INTERMEDIATE,  
CONCORD

CTA Legislative Committee and State Council are on record as **OPPOSED** to AB 3488, Assemblyman Carlos Bee, which would provide: "Exempts any child of 14, having completed his 8th grade, from compulsory education with the written approval of the parent, principal, and 8th grade teacher."

### One Way to Save Pencils— And Class Confusion

I give each child two new pencils. At the close of each day, I remind them to place on their desk any pencil that needs sharpening. A pencil monitor stays a few minutes, sharpens and returns the pencils to the owners' desks. The pupil always starts the day with two sharpened pencils. Rarely will both break in one day.

Advantages are obvious: The continuous parade to the pencil sharpener halts. Classes are not disturbed by the sound of the sharpener. Pencils last longer when sharpened only once a day. The theory is sound; it usually works.

JIM GARVEY  
HEBER

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### By Kirsten Salstrom

13-Year-Old Eighth Grader

The word "Litterbug" covers a very wide range, including almost every member of the human race. At one time or other, probably all of us have littered up our public grounds, though there may be a few exceptions.

A while back a law was passed in California stating that the depositing of litter on public roadsides is punishable by a \$500 fine or six months in jail. This law has cut down slightly on the amount of litter but there is absolutely too much.

It is costing American taxpayers millions of dollars annually to unlitter our public highways alone. For the primary highways throughout the United States it is costing us \$50 million yearly. In Los Angeles, Orange, and Ventura counties it is costing us \$5 million for street and highway cleaning. In San Francisco, \$1,650,000.

Many campaigns against litterbugs have been set up. Some of the campaigners are our Chamber of Commerce, our public schools, the P.T.A., California Garden Clubs, the Roadside Council, and many other organizations as well as individuals. We can all help toward making our country beautiful if we want to. We can pick up trash when it is possible, and we can ask other people not to deposit litter, but most important of all, we can be careful not to deposit litter ourselves. If every one of us stopped depositing trash we would have the cleanest country in the world.

America boasts of having the greatest number per capita of washing machines, bathrooms, and vacuum cleaners, and of consuming the largest amount of water, soap, detergents, and other aids of cleanliness, of any country in the world. And yet America has the most littered public premises in all the world. In California the litter is worst because of the growing population.

Here at Wilshire, Miss Minnick has set up a system which has kept our grounds



## We Smash the Litter-bug

spic and span. Each homeroom is given a certain number of citizenship points at the beginning of each school year. There are different kinds of cards which can take off some of the points, including a yard card. A yard card is given to persons who are seen dropping litter on our grounds. If a paper is found with a student's name on it, he is assigned to the "Clean Up Crew." Each homeroom is assigned to a special area for which that homeroom is responsible. The grounds are checked once a week and points are given according to the cleanliness of the grounds.

It is getting to be a habit with us at Wilshire to keep our grounds clean, but we would never have accomplished it if it had not been for Miss Minnick's system. We enjoy clean grounds and you will be able to enjoy them, too, if you start doing something about it now. Help keep America beautiful for yourself as well as for others.

*Kirsten Salstrom, author of this essay, is a 13-year-old eighth grader at Wilshire School in Fullerton. Written as the result of an editorial note appearing with an article on this subject in October 1956 edition of CTA JOURNAL, it was submitted by Mrs. Maude Minnick, eighth grade teacher.*

*The JOURNAL commends Mrs. Minnick for the anti-litter project she started at her school. Also deserving thanks are Mrs. Florence Prater, teacher of an eight-student multi-grade school at Clipper Mills, and Mrs. Hazel Hohanshelt, fifth grade teacher at Alpine union school, San Diego county, who conducted essay contests in their classes.*

*Kirsten's letter was judged best of the 52 submitted in the JOURNAL contest.*

*Teachers who wish aids in an anti-litter project in their classes may address Keep America Beautiful, Inc., 99 Park Ave, New York 16, or Travel and Recreation Department, California State Chamber of Commerce, 350 Bush Street, San Francisco 4.*



**SOCIETY AND EDUCATION**, by Robert J. Havighurst and Bernice L. Neugarten. Boston: Allyn and Bacon, Inc., 1957. pp. vii, 465, \$5.75.

Educators and lay citizens have, for a number of years, attempted to define the purposes of public education. There are those who insist that education must interpret and transmit tradition and cultural values, "those which the race has found indispensable."

Others are concerned with the leadership function of schools in society. Education, they say, must seek to promote the ideals of society and to improve it.

The authors of *Society and Education* consider both functions essential and regard their work as an analysis of educational topics and problems from the point of view of sociology.

This reviewer has long felt that the education of teachers tended to neglect this important point of view. For the student of education, of children, of the psychology of teaching and learning, knowledge of the society in which these processes occur is essential.

The book presents basic material on American social structure and the development of social orientation in the child. It discusses the major social influences upon youth and the relationships of the school to those influences as well as to the over-all social structure in America.

Finally, the teacher is considered in light of his functions in the school and in society.

There are numerous explanatory charts, adequate and pointed "cases," and exercises. Suggestions are included for further reading, which lead to the important contributions of many contemporaries including the Cooks, Davis, Myrdal, and, of course, Dewey.

We are glad to welcome this book and hope that it will be frequently used in schools where students are learning to be teachers.

—Nathan Kravetz

**IMPROVING COMPETENCE IN EDUCATIONAL ADMINISTRATION**, by Orin B. Graff and Calvin M. Street. New York: Harper and Brothers, Publishers, 1956. 301 pages. \$4.00.

Writing for the administrative aspirant, as well as the acting administrator, this volume has as its primary objective the illustration of the path of professional preparation of the school administrator. It is concerned with those human faculties necessary for "good" administration; "good" is equated with the utilization of the authors' Competency Pattern, which is a behavior pattern embodying the capital in intelligent action. The Competency

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Pattern further represents an ideal in human behavior, not an absolute—i.e., a procedure rather than an end. Inadequacy has marked prepublication training for competence, in administration and fields afar, because the total behavior—viz., the "organismic whole"—has been slighted in falacious emphasis of habit behaviors; "thinking" behaviors have been judiciously omitted.

The reader is invited to alter his behavior via introspection and thereby apply the scientific method to daily living. Relative to this is the postulate that the administrator inducing his teachers to share his enthusiasm for self-motivation in improving patterns of competent behavior provides the key to intrinsic in-service growth.

In attempting to give a textual flavor to what is actually an abbreviated tome on problems and procedures of school administration, such superfluous devices as diagrams and charts are used. Prosaic in style this book may, at best, reach the limited group of readers for whom it was evolved.

—Barry G. Johnson

## BOOK NOTES . . .

A reading project worked out by the National Book Committee and Yale & Towne Mfg. Company received national attention when an article describing it appeared in *Harper's* last December. The company made available to employees a free circulating library of the best in children's books, to be read aloud at home. Children's interest in books was stimulated, and parents soon requested a teen-age, as well as adult, extension to the company library. A free leaflet on the project may be obtained from the National Book Committee, Inc., 24 W. 40th Street, New York 18.

Although we don't usually mention fiction in this column, occasionally something unusual comes in the *Journal* office and we feel you'd like to know about it. Such a book is *Wan-Fu, Ten Thousand Happinesses*, story of a crippled Chinese beggar girl on the Tientsin Highway. The story is one of contrasts: poverty and ignorance, and the happiness brought about by education and newer ideas. Written by Alice M. Huggins and Hugh L. Robinson, the book is published by the junior book department of Longmans, Green, and priced at \$3.

A *California Real Estate Manual*, by Byron R. Bentley, has been published by Parker & Son, 241 E. Fourth St., Los Angeles 13. Priced at \$3.95, the book describes the real estate field in layman's language and gives a working knowledge which should enable one to pass real estate exams successfully.

Morris Val Jones, director of the speech and reading clinic at Morrison Center for Rehabilitation, has written a book which will interest those responsible for the care of children with speech problems, stroke victims and laryngectomized patients, as well as adult stutterers. Its title, *Speech Correction at Home*, indicates at once that it is not intended to replace the speech therapist, but to augment his services. Material used has been drawn from the practical experiences of a therapist.

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Teachers going to the NEA Centennial and planning a side trip to New York City may be interested in *New York City Guide and Almanac*, a 544-page book of facts and maps published by the New York University Press. Price is \$2.75. A softcover edition is being distributed by the *New York Daily News* at 95c.

Dr. Charles P. Hogarth, president of Mississippi State College for Women, has written a book stripping away the traditional ivy which hitherto has kept college affairs and management obscure and awesome to the general public. *Crisis in Higher Education* outlines the goals and purposes of a college, describes its functions and delves into costs and values of other aspects of college operation. The book is designed primarily for the layman in the hope of getting people more interested in higher learning in America. Published by the Public Affairs Press of Washington, D.C., the text includes chapters on goals and plans of higher education, financial factors, student needs and qualifications, alumni support and public relations. An introduction by Dr. Ernest V. Hollis, of the U.S. Office of Education, indicates that here at last is a short book in plain English giving a concise over-view of the operations of American institutions of higher education.

In the list of spring books published by Reinhold Book Division, 430 Park Avenue, New York, one should be of special interest to educators: *Work Place for Learning*, by Lawrence B. Perkins, school architect and member of A.I.A. The book expresses

a way of thinking about learning and the relationship of the school building to the experience of learning. It illustrates how brick, wood, glass and steel can be arranged for many learning tasks. 150 pages with 96 photographs, \$4.

American Library Association this month publishes *The Pupil Assistant in the School Library*, by Mary Peacock Douglas. From her experience as teacher, librarian and administrator, Mrs. Douglas has gained the knowledge to produce a handbook for a program that can be as valuable for the pupil as for the school and its library. Price has not yet been announced.

A paperback book of interest to teachers who plan on a return to Nature during summer vacation is: *The Californian Wildlife Region*, by Dr. Vinson Brown, discussing the common wild animals and plants. Black-and-white illustrations, 124 pages, \$1.50, Naturegraph Co., San Martin.

A new catalog of publications and services of the Foreign Policy Association is now available for the asking. Write FPA at 345 East 46th Street, New York 17.

The 1956 Directory of Counseling Agencies (for use until August 1958) is now available from American Personnel & Guidance Association, 1534 "O" Street, N.W., Washington 5, D.C. It lists 143 agencies located throughout the country which offer testing and counseling services which will help in making wise vocational and educational decisions. Price, \$1.

National Vocational Guidance Association, division of above-mentioned AP&GA, offers two booklets designed to assist students to plan wisely: *How to Create Your Career* explains how to evaluate oneself, and how and where to learn about the various job fields. One to 25 copies, 30c each, discounts on larger orders. "The other booklet is *How to Visit Colleges*, stressing the importance of personal visits to colleges under consideration. One to 25 copies, 25c each, discounts on larger orders.

Also in the vocational line is a free pamphlet offered by the National Association of Manufacturers: *Your Opportunities in Industry as a Technician*, keyed especially for junior and senior high school students. Order from NAM, 2 E. 48th Street, New York.

An interesting and intelligent discussion of the changing role of the teacher, and how the present crisis in education must be met by orderly planning rather than hasty adapting to emergencies, is to be found in *New Horizons for Secondary School Teachers*, by J. Lloyd Trump. Dr. Trump is director of the commission on the experimental study of the utilization of the staff in the secondary school, a commission appointed by the National Association of Secondary-School Principals. Write to that commission at 200 Gregory Hall, Urbana, Illinois, for copies of the booklet.

Money Management Institute of Household Finance Corporation, Prudential Plaza, Chicago 1, will send you, for ten cents, a copy of their 36-page booklet, *Your Clothing Dollar*. It provides basic information on fabrics and fibers, as well as how to choose the type of clothing that suits you best.

—Vivian Toewe

## PUBLICATION RATES

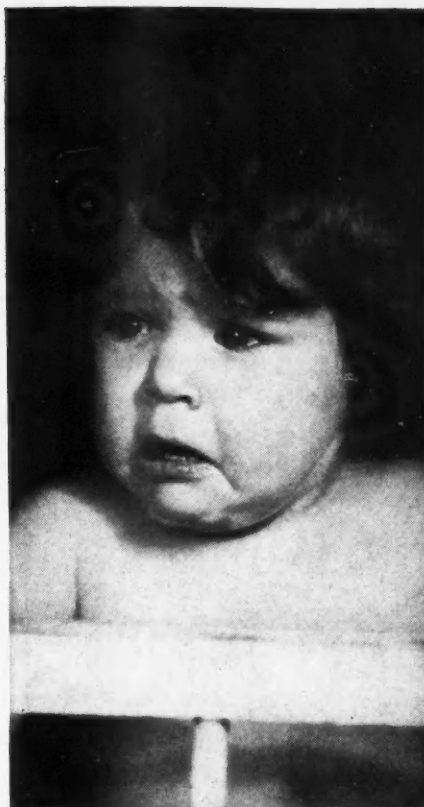
CTA's list of publications available for distribution continues to grow. Most major items of books, booklets, and pamphlets are sold as units, with prices intended to cover only cost of production and mailing. Many items, however, are available without charge.

In order to standardize quantity discount rates, CTA policy will be hereafter (effective at once and until further notice):

For all orders of ONE TITLE of \$5.00 or more a discount of 20 per cent will apply. For all orders intended for resale and originating with book stores or supply centers, the 20 per cent discount will apply without regard to quantity.

All publications orders amounting to less than \$5.00 will be recognized at the unit price appropriate to the items requested. Amalgamated orders will be treated under the one-title rule above.

All unusual or excessive orders for publications which have been listed as free will be referred to CTA Director of Business for appropriate action.



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## WORKSHOP ON INSTRUCTIONAL TELEVISION

The Bureau of Audio-Visual Education and San Jose State College will co-sponsor a week's workshop on instructional television to be held at San Jose State College, July 15-19. The workshop is designed to provide an opportunity for all educators interested in the status and trends in television to explore its potential for teaching, including technical, instructional, and personnel requirements.

# AUDIO-VISUAL AIDS

A department on teaching films conducted by H. Barret Patton

*Mr. Patton, audio-visual director for Santa Clara county schools, welcomes news and suggestions for this department. He may be reached at 2320 Moorpark Avenue, San Jose 28.*

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**THE STORY OF TELEVISION.** Film; 27 min., color; free loan; high school and college; Institute of Visual Training, 40 East 49th Street, New York 17, N.Y.

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**WASHINGTON — SHRINE OF AMERICAN PATRIOTISM.** Film; 25 min.; color; free loan; high school; Association Films, Inc., 799 Stevenson St., San Francisco 3.

Reissue to incorporate changes of recent years in Washington. Takes a group of average high school youngsters on a "grand tour" of Washington. The camera focuses long on such historic documents as the Declaration of Independence, the Constitution, the Bill of Rights. Practically every historic spot in the city is visited and there is even a trip down the Potomac to Washington's home at Mount Vernon, not to mention a look behind the scenes at the headquarters of the F.B.I.

**CALIFORNIA STATE LEGISLATURE STUDY PRINTS.** 31 Study Prints; B&W; \$54 mounted. Valcraft Visual Aids, 2637½ Piedmont Avenue, Berkeley 4.

The organization and personnel of the State and the process by which bills become law are shown. This includes photographs of the Legislature in session, two charts and a map. Also included are actual printed copies of the Daily Journal, Daily History, and Daily File from each House of the Legislature, and of one Senate and one Assembly Bill.

**FELT PEN SKETCHING.** Film; 1 reel; senior high and college; B&W \$50; color \$100; Young America. Photo & Sound Company, 116 Natoma St., San Francisco 5.

A masterful, interesting demonstration of how the common felt-point marking pen can be used in a variety of ways for sketching.

**VAMOS A GUATEMALA.** Film; 22 min.; color \$195; B&W \$100; International Film Bureau film; Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28.

Spanish version of "Republic of Guatemala"; shows the physical geography of the country, particularly in relation to



other countries of the Caribbean area. Pre-Columbian history, Spanish Conquest, and colonization are accurately portrayed, mainly by historical landmarks, and the rich cultural heritage of Guatemala is illustrated. The commentary is in simple, direct, clearly enunciated Spanish which will be easily mastered by intermediate students. A guidebook containing the complete text, with vocabulary notes and exercises, is available for 59c.

#### REPTILES ARE INTERESTING.

Film: 10 min.; color \$100, B&W \$50; intermediate and junior high; Film Associates of California, 10521 Santa Monica Blvd., Los Angeles 25.

Introducing the reptiles. The five living groups of reptiles are shown and described, their habits and characteristics illustrated. A brilliantly photographed film survey of this important life group.

#### INDONESIA: THE LAND AND THE PEOPLE.

Film: 13½ min.; color \$125, B&W \$68.75; intermediate, junior high, senior high; Coronet Films; Craig Movie Supply, 3410 So. La Cienega Blvd., Los Angeles 16.

This overview surveys the geography and history of the islands once prized as the colonial East Indies. The phrases "west to east," "tradition," "treasure house," and "transition" are keys to help understand this Asiatic republic. The film shows these people building a new nation, Indonesia.

#### YOUR FRIEND THE FOREST.

Film: 8-10 min.; color; \$50; primary, middle; Encyclopaedia Britannica Films, 5625 Hollywood Blvd., Hollywood 28.

This film uses combination cartoon-photograph to dramatize what happens if conservation is not practiced. Fire is the dramatic example of misuse. The color in this film shows the destructive fire effectively. The presence of frightened animals of the woods helps to impress upon youngsters how destructive fire can be. This film should be helpful in making young folks think about their part in conservation.

#### OUR NATIONAL GOVERNMENT—

HOW IT DEVELOPED. Filmstrip series; color; \$6 each or \$20 for set of 4. SVE; Long Filmslide Service, 7505 Fairmount Ave., El Cerrito 8.

Sub-titles are: The Declaration of Independence, The Articles of Confederation, The Making and Adoption of the Constitution, and The Growth of the Constitution. The development of our federal government from its conception to its present operation is explained and traced through interpretative drawings and stylized cartoons. Developed to correlate with units in junior high school studies, high school citizenship and U.S. History courses.

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#### FOOD. Series of 6 filmstrips by Encyclopaedia Britannica; \$6 each, set of 6 \$36; color; Long Filmslide Service, 7505 Fairmount Ave., El Cerrito 8.

Sub-titles are: Kinds of Food; Where Food Comes From; Getting Food Ready for Market; Keeping Food From Spoiling; The Food Store; Food for Good Health. Third and fourth grade teachers and pupils will find this series of filmstrips invaluable for vitalizing fundamental concepts taught at these grade levels concerning food. Illustrated by a combination of color photographs and art drawings, each filmstrip provides an impressive learning experience. Questions and suggestions for follow-up activities are included.

#### FOOD AND NUTRITION. Five filmstrips by McGraw-Hill—Popular Science; color; \$6 each, \$27 for set; Long Filmslide Service, 7505 Fairmount Ave., El Cerrito 8.

Titles are: Essentials of Diet; Eat Well! Live Well! Nutrients in Food; How Food Is Digested; Consumer Problems in Nutrition. This is an excellent series providing an over-all study of foods and nutrition, pointing to the essential elements of diet, their utilization by the body, relative amounts needed, what food contains these elements, how foods are digested. It concludes with suggestions for wise food buying.

#### VACATION TIME . . .

The San Francisco offices of California Teachers Association (693 Sutter Street) will be closed for staff vacations from July 15 to August 16. Placement offices on the Fourth Floor will provide normal service during this period, however. The CTA Journal office will be open during the month of August; advertising copy and orders for September edition should reach that office by August 5. This will be the last edition of the Journal until September.



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2. Symposium on the understanding and education of exceptional children, lectures and discussions conducted by visiting experts and personnel of the College Psychology-Speech Clinic.
3. A full program of courses in the liberal arts.
4. A special program for teachers with provisional credentials.

Summer school at Pepperdine will be in two sessions, the first for six weeks from June 24 to August 2, the second for four weeks from August 5 to August 30. Or, teachers may enroll for the special workshops during the dates indicated.

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Director of Summer Sessions

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## Mutual Fund Set Up By Southern Section

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With this thought in mind, the board of directors of CTA-Southern Section has developed a savings and investment program for members which was recently completed with the establishment of *Teachers Association Mutual Fund of California, Inc.*, a mutual fund investing primarily in common stocks selected for increased growth of capital and income. Made available only to members and employees of the CTA and their families, this new Fund sets a precedent. To our knowledge, this marks the first time a mutual fund has been established expressly for one organization.

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sets presently exceed 10 billion dollars with approximately 2½ million shareholders, is based upon advantages and benefits of continuous professional investment management.

Teachers Association Mutual Fund not only provides member investors with this type of management and counseling but further provides investment objectives which, we believe, will best serve the future needs of members. Four members of CTA-Southern Section serve as officers and directors of the Fund so that representatives of the Association may help guide the professional investment managers toward achieving specific objectives.

Ordinarily, shares in a mutual fund are bought through a sales representative of a broker or dealer. It has been possible for us to limit the cost of distribution to 2 per cent of the offering price of shares of Teachers Association Mutual Fund because Teachers Securities Corporation (a wholly owned subsidiary of CTA-Southern Section) is the sole distributor for the Fund.

Although the Fund makes provision for outright purchase of shares in amounts of \$500 or more, a systematic investment plan, which requires only a minimum initial investment of \$100 followed by intermittent investments of \$25 or more, is offered for those members with limited funds available.

Shares in the Fund are readily marketable. If the member investor wishes to sell his shares at any time, Teachers Association Mutual Fund, like other mutual funds, stands ready to repurchase shares at the existing asset value per share. This is computed daily so the investor always knows the current market value of his investment.

Indicative of the rapid acceptance accorded this Fund by CTA members and evidence of the potential growth involved is the fact that the Fund has already accrued assets in excess of \$250,000 as of March 30.

A 12-page prospectus describing the purpose, management, and operation of Teachers Association Mutual Fund is available on request from Teachers Securities Corporation, CTA Southern Section, 1125 West Sixth Street, Los Angeles 17.

—JACK ROBINSON

Mr. Robinson, superintendent of Paramount school district, is a TAMF board member as well as a member of the CTA board of directors. Charles C. Herbst, former Section president, is chairman of TAMF board of directors. The Mutual Fund described above is NOT legally affiliated with the State CTA office.

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131. *Children's Books.* Catalog of books for grades 1 to 9. Classified. *Books for Young People.* Catalog of books for high school libraries and teen-age reading in general. (Both from Little, Brown and Company.)

132. *Help! Help!* An illustrated booklet for persons who have written manuscripts and are interested in book publication. (Greenwich Book Publishers.)

134. *Across Lake Michigan by SS Milwaukee Clipper.* Illustrated folder telling how to take your auto across Lake Michigan between Milwaukee, Wisc., and Muskegon, Mich., enjoy a 6-hr. cruise and eliminate 240 mi. of congested driving. (Wisconsin & Michigan S. S. Company.)

137. *Folders* giving complete information on teacher and student tours. (American President Lines.)

1. *Posture Posters.* Set of 7—designed for use in the classroom to illustrate the principles of healthful posture. (American Seating Company.)

22. *Samples* with brochure on cardboard cut out letters for use on bulletin boards, exhibits and posters. (The Redikut Letter Company.)

62. *Catalog* of name brand merchandise which may be ordered at wholesale price. (Watson Sales Company.)

88. *France.* This 24-page booklet, in color, with charming cover and inside illustrations by well-known French artists, contains much helpful information on what to look for in various regions of France. (French National Railroads.)

122. *Teaching Materials and Services.* A 16-page brochure listing and describing educational materials and services available from Standard Oil Company of California.

119. *List* of those hard-to-find teaching material aids has been assembled for teachers by teachers. Whether you need samples of grain, rock, fibres and an amazing number of other items, you will want this list of reasonably priced aids in your file. (Practical Aids Company.)

110. *Outline* of a nation-wide home exchange plan for teachers, students or other vacationers. Tells how summer expenses may be kept to minimum. (Wallace E. Baker.)

117. *Music and Arts Folder.* An 8-page leaflet describing the Music & Arts, and Conservation & Natural Science schools at Idyllwild.

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## DEAR READER . . .

**D**R. JOEL H. HILDEBRAND, professor emeritus of chemistry at the University of California, Berkeley, has been one of the severest critics of the public schools. He has spoken vigorously about the asserted decline of "subject matter" preparation of teacher education graduates from our colleges. And his comments about our high school graduates have been jaundiced and caustic. But this famous educator has not set himself up as a full-time goad. This month we like him—because he agrees with us.

On March 19 the San Francisco *Chronicle* printed a letter titled "Craft or Profession?", signed by Professor Hildebrand. It parallels CTA policy so closely that we reproduce his opinion with great satisfaction:

The *Chronicle* recently reported two divergent opinions on the status of schoolteachers. The legislative committee of the California Teachers Association opposed a bill to establish collective bargaining rights for State college and school employees on the ground that it would "subvert the professional status of teaching." On the other hand, Mr. Ben Rust, president of the AFL-CIO State Federation of Teachers, stated that "Teaching is a craft. Unlike doctors, we're salaried." Well, which is it?

A craft is "any occupation or employment, especially one calling for manual dexterity." A craftsman carries out standardized operations that can be taught in a trade school or an apprenticeship. One who can meet the standard is considered adequate for the job and is usually not expected or even permitted to exceed it, or to earn more than the standard wage.

A profession, however, is very different. There are no ceilings to performance as an actor, an opera singer, a composer, a physicist or a teacher. The best tower far above the ordinary. A university sets salary limits in the lower ranks, but members of the faculty who have won worldwide renown for their contributions to society are esteemed and paid far more than a standard salary.

This should be the case with teaching, and means of appraising unusual excellence that are free from favoritism should be worked out and largely administered by teachers themselves.

Whether a person is paid a wage or a salary or by fees has nothing to do with the case. The fact that Nobel prize-men do not send bills to clients does not make them craftsmen instead of professionals. The distinction is purely a matter of the nature of the occupation, not of its value to society.

Skillful craftsmen are just as necessary as creative professionals. If a teacher is only a sort of phonograph record to sound educational dogma then, indeed, he is a craftsman; but if he is able to practice the fine art of independent teaching, he is a professional, and his individual performance should be expertly and objectively appraised by his peers and suitably rewarded.

**A**S we begin mailing this edition of *CTA Journal*, Public Schools Week will be drawing to a close in California. At no other time in the year will the public have a better chance to study the place of the school in the community. It is to be expected that Mr. and Mrs. Average Taxpayer, after visiting teachers and inspecting student work, will have a fresh appreciation of school needs. If they read the daily newspapers, they will know there **IS** a need.

At this writing, it is too early to predict accurately what will happen to CTA-sponsored AB 3045, the Geddes-authored school apportionment bill, which would make \$70,000,000 a year of new funds available from the state for operation of the schools. The bill had passed unscathed through Assembly Education committee and had escaped a trimming maneuver in Assembly Ways and Means. A subcommittee recommended passage of the full amount, to be financed out of state surplus.

Sentiment grew in Sacramento during April that the school apportionment bill cannot possibly be financed out of the \$75,000,000 "Rainy Day" fund, nor can general fund surpluses provide the continuing needs of the schools. Consistently and at every opportunity CTA legislative advocates press for passage of the two controversial revenue bills, AB 3046 and AB 3047. Only through taxes on cigarettes and beer can the state hope to raise the funds necessary to finance the apportionment bill.

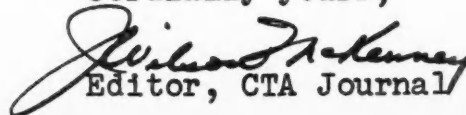
It would be a fitting climax to Public Schools Week if the school measures should be passed by the State Senate. Mr. and Mrs. Average Taxpayer, the people who foot the bill, would approve such legislative action.

**C**ONNECTICUT'S Superintendent of Common Schools, John Philbrick, later to be president of NEA, wrote this in 1856:

"The average wages of female teachers is about \$17 per month, from which, if we deduct \$2.50 per week for board, we shall have only \$7 for the poor teacher in return for four weeks of earnest and devoted labor. I would ask the candid and intelligent citizens of our state if this looks like true liberality or true wisdom. Will this small rate of compensation secure a high order of talent? Will it warrant the expenditure of time and money essential for a proper course of preparatory training?"

In a century we have modified our arithmetic only slightly—but the questions we repeat with endless monotony.

Cordially yours,

  
Editor, CTA Journal

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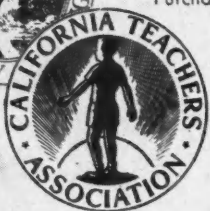
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